Key Stage

2

DepED
DEPARTMENT OF EDUCATION

BAGONG PILIPINAS

Academic Recovery and Accessible Learning

ARAL

PROGRAM

READING - PLUS

Tutor's Guide

2nd EDITION

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ARAL – Reading Plus: Key Stage 2
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.

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KEY STAGE 2 - PLUS

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Aral-Reading KS2 Plus Session 1

Lesson 1

A. Objectives	At the end of the session, the learners are expected to: • introduce themselves and share one personal detail with classmates • explain the importance of the summer reading class
B. Motivation	Activity: Why Are We Here? The Teacher will welcome the learners to the ARAL Summer reading class and add that over the next few weeks, there will be opportunities to read stories, learn new words, and have fun activities. The Teacher will emphasize that reading helps us learn new things, imagine new worlds, and even become better writers and thinkers. The Teacher will call on volunteers to answer a simple question: • "Why do you think reading is important?" • "Why are you here in the Summer Reading class?" Learners can answer with one word or a short sentence. Examples: "To learn new words," "To read fun stories," "To be better at school." Write one or two answers on the board to show that everyone's ideas are valued. The Teacher can conclude by saying that "we are all here to enjoy stories, learn, and have fun together this summer!"
C. Lesson Proper	The session will begin with a Getting to Know You activity: Name and Fun Fact Circle. The learners will sit or stand in a circle so everyone can see each other. A ball will be passed around to signal each learner's turn in the activity. The Teacher models: "Hi, my name is Ms. Joy, and one fun detail about me is that I love reading mystery books." The learner holding the ball introduces himself or herself in a similar manner. Then the ball is passed to another classmate. The Teacher has the option to add a twist, to allow more interaction: ○ After each introduction, the next learner repeats the previous learner's name and personal detail before saying their own.

	Example: "This is Carlos, and his personal detail is that he likes to draw. My name is Lila, and my personal detail is that I love reading fantasy books." ○ This helps learners remember names and personal details about classmates.
D. Practice	The Teacher will then move to the next activity: Find a Friend Bingo The Teacher should have prepared a Bingo Sheet ahead of time. Each square in the Bingo Sheet has a simple description about a person, for example: ▪ "Someone who likes ice cream" ▪ "Someone who has a pet" ▪ "Someone whose favorite color is red" ▪ "Someone who likes to draw" Learners walk around and ask classmates questions like: "Do you like ice cream?" If the answer is yes, they write that person's name in the square. Each learner aims to fill as many squares as possible or get a BINGO (a full row or column). After the game, the Teacher may invite learners to share one interesting personal detail they learned about a classmate.
E. Closing Activity	To bring the class to a close, the Teacher will conduct the activity: One Thing I Learned or Excited About Have learners sit in a circle on the floor or at their desks. The Teacher will announce that before the class concludes, "we are going to share one thing we learned or one thing we are excited about for summer reading." One by one, each learner says: • "One thing I learned today is…" or • "One thing I'm excited about for summer reading is…" It is best that the Teacher ends with an encouraging statement like: "I'm so glad we got to meet each other and start our summer reading adventure. I can't wait to read more stories, learn new words, and have fun with all of you this summer!"

Lesson 2-3

A. Objectives	At the end of the session, the learners are expected to: • demonstrate their current reading abilities through a pre-assessment test.
B. Assessment Proper	The Teacher will begin the session by saying that the learners will be going through a pre-reading assessment activity. The Teacher will emphasize that this is not a test to see who the best reader is, but just a way for the Teacher to see what learners already know and what the class can work on together. The Teacher will encourage everyone to do their best and assure them that there are no wrong answers. Instruct the learners on what to do and how to answer the test before distributing the papers to the learners. Allow 60 minutes for learners to complete the test.
C. Homework	Ask learners to write down three things they are excited about in the Summer Reading program.

Aral-Reading KS2 Plus Session 2

Lesson 4

A. Objectives	At the end of the session, the learners are expected to: • read high-frequency words accurately. • read a given text aloud with guidance.
B. Motivation	The Teacher will greet learners warmly and ask: “What do you usually do with your family on weekends or holidays?” The Teacher will show pictures of families doing different activities (eating, playing, reading). This will be followed by a quick game – ‘Family Picture’: o Group the learners into two groups. o Each group will act as one family. o One group will act out a family activity while others guess what the activity is. The Teacher will then announce that in this session, the class will read a story about one family’s Sunday. The Teacher can add: Let’s see what fun things they do together!
C. Lesson Proper	Read the story aloud first with expressions and pauses for meaning.

	A Happy Sunday at Home *by Kristine Joy L. Quiño* On a bright Sunday morning, the Santos family stayed at home. Nanay cooked a warm meal in the small kitchen. Tatay cleaned the quiet yard while their two children played a fun game. After breakfast, the family sat at the wooden table. They shared sweet bread and fresh fruit. Jose told a funny story, and everyone laughed loudly. His sister Sophia drew colorful pictures of their happy family. In the afternoon, they watched a short movie and rested on the soft couch. Tatay got tired and took a quick nap, while Nanay read a good book. Before evening, the family worked together again. They washed the dirty dishes and fixed the messy room. The house became clean and bright. At night, they ate dinner and said a simple prayer. The grateful family felt peaceful and thankful for their day together. Ask the learners to follow along in their copies as the Teacher reads the story aloud. Proceed to a Choral Reading of the story: • Divide the class into small groups and assign paragraphs. • Learners read aloud together, then swap paragraphs. Then, proceed to an Echo Reading of the story: • The Teacher reads a sentence. • Learners repeat the sentence aloud. • This is done until the entire story is completed.
D. Practice	The Teacher will do a Comprehension Check. Learners will be asked to answer the following questions in complete sentences. 1. Who are the members of the Santos family mentioned in the story? 2. Where did Nanay cook a warm meal? 3. What did Sophia draw in the story? 4. What did the family share after breakfast? 5. Where did the family rest in the afternoon? 6. What did the family wash and fix before evening? Answers: 1. Nanay, Tatay, Jose, Sophia

	2. kitchen 3. pictures 4. sweet bread, fresh fruit 5. couch 6. dishes, room
E. Closing Activity	Ask learners to share aloud what they feel about the story.

Lesson 5

A. Objectives	At the end of the session, the learners are expected to: • identify words with different functions. • identify some words from the text as people, places, things, or events.
B. Motivation	Call upon learners to share with the class what they recall from the events in the story.
C. Lesson Proper	The Teacher will emphasize the following concepts: • A **sentence** is made up of a subject (who or what the sentence is all about) and a predicate (what the subject is or does) that conveys a complete idea. • **Nouns** can be used as a subject in a sentence. For example: *Tatay cleaned the quiet yard. Tatay* is a noun and is used as the subject followed by the predicate *cleaned the quiet yard.* • The Teacher will remind the learners that the first word in a sentence must begin with a capital letter and end with punctuation.
D. Practice	On the board, the Teacher will draw a table with four columns: People, Places, Things, Events, as shown below.

People	**Places**	**Things**	**Events**

	Learners will be asked to suggest words from the story that can be placed in each column: ○ People: Nanay, Tatay, Jose, Sophia ○ Places: kitchen, yard, table, couch, room, house ○ Things: bread, fruit, book, dishes ○ Events: breakfast, nap, dinner
E. Closing Activity	The Teacher will close the session with an activity – "Sticky Note Sort". • Let learners write their own nouns in a sticky note. • Learners place them under the correct category on the board. • Each learner will be called to explain why he or she thinks each word belongs to that group.

Lesson 6

A. Objectives	At the end of the session, the learners are expected to: • identify roots of high-frequency words (nouns). • use vocabulary in a new context.
B. Motivation	The Teacher will ask learners to recall nouns they know, such as people, places, things, and events. Then the class will go through a mini sorting game: Prepared flashcards with sample nouns from everyday life will be sorted by learners into four categories on the board or floor.
C. Lesson Proper	The Teacher will define a root word as the base form of a word. The following root words will be introduced: ○ friendship → friend ○ replace → place ○ children → child ○ prayer → pray ○ actor → act The next part of the session will be the "Pass the Word" game: • Learners stand in a circle and pass a ball. • When holding the ball, a learner says a noun from the list, its root word, and makes a sentence. • Example: friendship → friend → Friendship is a gift.

	To encourage creativity, learners can draw their sentences or act these out briefly.
D. Practice	The Teacher will distribute the activity sheets to the learners. Part A. Choose the correct noun from the box to complete each sentence. Each noun is formed from a root word + a suffix. celebration assistance children parenthood gathering 1. We had a big family _____ for Nanay's birthday. 2. The two young _____ played a fun game in the yard. 3. _____ is an important responsibility. 4. Everyone came together for a Sunday family _____. 5. Tatay asked for some _____ while fixing the kitchen table. Answers: 1. celebration 2. children 3. parent 4. gathering 5. assistance Part B. Match each noun in Column A with its correct meaning in Column B. Write the letter of your answer in the space provided. Word — Meaning ___1. assistance — a. a meeting of people for a reason or event ___2. celebration — b. help or support given to someone ___3. children — c. being a father or mother of a child ___4. gathering — d. young boys and girls ___5. parenthood — e. a joyful event or party

	Answers: 1. b 2. e 3. d 4. a 5. c
E. Closing Activity	The Teacher will ask the learners to use the following nouns in a sentence. *mother kitchen table birthday family* 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ Guide for checking answers:

Criteria	4 – Excellent	3 – Good	2 – Needs Improvement	1 – Poor
Use of Noun	The given noun is used correctly in the sentence.	The noun is used correctly most of the time.	The noun is used, but the sentence is unclear or awkward.	The noun is not used or used incorrectly.
Sentence Structure	Sentence is complete and makes sense.	Sentence is mostly complete.	Sentence is short or confusing.	Sentence is incomplete or unclear.
Capitalization & Punctuation	Starts with a capital letter and ends with correct punctuation.	Minor error.	More than one error.	No capital letter or punctuation.
Relevance	Sentence matches the meaning of the noun and makes sense.	Sentence mostly makes sense with the noun.	Sentence partly fits the noun; meaning is weak.	Sentence does not fit the noun; meaning is wrong or confusing.

Scoring:

- 13–16 points: Excellent
- 9–12 points: Good
- 5–8 points: Needs Improvement
- 1–4 points: Poor

Aral-Reading KS2 Plus Session 3

Lesson 7

A. Objectives	At the end of the session, the learners are expected to: • read a given text aloud with guidance • identify some verbs in the story.
B. Motivation	The Teacher is advised to greet the learners warmly and ask: "Think about your morning today. Can you tell me all the things you did from waking up until now?" The Teacher will write their answers on the board and then state that their answers are all verbs because they are action words. A game will then be played: Verb Sorting Game. • Prepared flashcards with verbs and non-verbs will be provided by the Teacher. • Learners will have to sort them into two piles: verbs / not verbs.
C. Lesson Proper	The Teacher will begin by recalling details from the story about the Santos family and say that today's session will look closely at the things they did: their actions. The Teacher will lead the class in reading the story aloud, with expressions and pauses. **A Happy Sunday at Home** *by Kristine Joy L. Quiño* On a bright Sunday morning, the Santos family stayed at home. Nanay cooked a warm meal in the small kitchen. Tatay cleaned the quiet yard while their two children played a fun game. After breakfast, the family sat at the wooden table. They shared sweet bread and fresh fruit. Jose told a funny story, and everyone laughed loudly. His sister Sophia drew colorful pictures of their happy family. In the afternoon, they watched a short movie and rested on the soft couch. Tatay got tired and took a quick nap, while Nanay read a good book. Before evening, the family worked together again. They washed the dirty dishes and fixed the messy room. The house became clean and bright. At night, they ate dinner and said a simple prayer. The grateful family felt peaceful and thankful for their day together.

	The learners will then be asked to look for all the action words. The Teacher will reiterate that these action words are verbs. Then the Teacher will ask the learners to do a Choral Reading with a twist: While reading the story, the learners will jump every time they read action words.
D. Practice	The Teacher will do a Comprehension Check. Learners will be asked to answer the following questions in complete sentences. 1. What did Nanay do in the small kitchen? 2. What did Tatay do in the yard? 3. What did the children do in the morning? 4. Where did the family sit after breakfast, and what did they do? 5. What did Jose do that made everyone laugh? 6. What did Sophia do with her drawings? 7. What did the family do in the afternoon to relax? 8. What did Tatay do when he got tired? 9. What did the family do before evening to clean the house? 10. What did the family do at night to end their day? Answers: 1. cooked 2. cleaned 3. played 4. sat, shared 5. told, laughed 6. drew 7. watched, rested 8. took (a nap) 9. worked, washed, fixed 10. ate, said, felt After the exercise, the Teacher will write on the board: "Nanay cooked a warm meal in the small kitchen." Then, the learners will be asked to identify the word that tells us what Nanay is doing" (cooked)
E. Closing Activity	Learners will be asked to identify other verbs from the story:

	stayed, cooked, cleaned, played, sat, shared, told, laughed, drew, watched, rested, got, took, read, worked, washed, fixed, became, ate, said, felt

Lesson 8

A. Objectives	At the end of the session, the learners are expected to: • recognize the root word of each verb.
B. Motivation	The game, Verb Relay, will be played: • Small slips of paper with verbs must be prepared ahead of time, some from the story, and some new. ○ Examples: jump, read, run, draw, wash. • Learners will be divided into 2–3 groups. • One by one, learners will pick a slip of paper and act out the verb without speaking. The classmates will guess the action word or verb. For example, if the verb is “dance,” the learner will dance and the classmates should say, “dance!” if they are able to guess the action correctly.
C. Lesson Proper	The Teacher will introduce the lesson on ‘root words’ by stating that in a tree, the root is a very important part. The Teacher can add that similarly, root words are important. The Teacher will state that a root word is the basic, foundational unit of a word that provides its primary meaning. It is the core from which other words can be formed using prefixes or suffixes. Root words are essential for building vocabulary and decoding unfamiliar words.
D. Practice	Provide more words and ask the learners to identify the root words: resubmit, freedom, trainer, protector, preventable, trainee, driver, brotherhood.
E. Closing Activity	Go over the words discussed during the session and ask the learners: 1. to give the root words once again 2. to give the meaning of the word.

Lesson 9

A. Objectives	At the end of the session, the learners are expected to: • write a sentence using a given verb.
B. Motivation	The session will begin with a game: Pass the Verb • Learners stand in a circle and pass a soft ball around.

	• When holding the ball, a learner: 1. Says a verb. 2. Makes a sentence with the verb. Example: “clean → I clean my room every morning.”
C. Lesson Proper	The Teacher will discuss “what makes a sentence”. The Teacher will begin by stating that a sentence has two main parts: the subject (person, animal, or thing) and the verb (action). The Teacher will then ask the learners to pick a verb, like jump, and ask them to form sentences. They may provide: The frog jumps. The tall basketball player jumped. The frog jumped into the pond. The basketball player jumps high. My brother always jumps in the morning. The Teacher can then ask the class to identify the subject in each sentence.
D. Practice	The Teacher will list down some verbs on the board from the story, “A Happy Sunday at Home”. Learners will be asked to read a verb aloud and act out the actions represented by the verbs. Then, the learners will be asked to use the verb in a sentence. Another opportunity to practice is through the activity, “The Sentence Factory”. The class will be divided into groups of three learners per group. Step 1: The group will choose a verb. [drew] Step 2: The group will choose a subject. [The girl] Step 3: The group will form a sentence. [The girl drew a butterfly.] Step 4: The group will add details. [The girl drew a colorful butterfly.]
E. Closing Activity	The learners will be asked to answer a worksheet. Consider the following verbs: rewrite, rebuild, disrespect, untie, resubmit. Use each of these in a sentence. 1. _____ 2. _____ 3. _____ 4. _____

	5. _____ **Rubric** **Scoring:** • **13–16 points:** Excellent • **9–12 points:** Good • **5–8 points:** Needs Improvement • **1–4 points:** Poor

Criteria	4 – Excellent	3 – Good	2 – Needs Improvement	1 – Poor
Use of Verb	The given verb is used correctly in the sentence and matches the subject.	The verb is mostly used correctly.	The verb is used, but the sentence is unclear or the tense is wrong.	The verb is not used or used incorrectly.
Sentence Structure	Sentence is complete (subject + predicate) and makes sense.	Sentence is mostly complete.	Sentence is short or confusing.	Sentence is incomplete or unclear.
Capitalization & Punctuation	Starts with a capital letter and ends with correct punctuation.	Minor error in capitalization or punctuation.	More than one error, but the sentence is understandable.	No capital letter or punctuation; sentence unclear.
Relevance / Meaning	Sentence makes sense and matches the meaning of the given verb.	Sentence mostly makes sense with the verb.	Sentence partly fits the verb; meaning is weak.	Sentence does not fit the verb; meaning is wrong or confusing.

Aral-Reading KS2 Plus Session 4

Lesson 10

A. Objectives	At the end of the session, the learners are expected to: • identify high-frequency words accurately • read a given text aloud correctly
B. Motivation	The Teacher will tell the learners that they will play a short game of "Simon Says." The Teacher will provide simple instructions to the learners, such as: "Teacher says, touch your forehead." The learners should follow only the instructions that begin with "Teacher says". Action words may be drawn from the previous day's discussions. For example, the learners touch their forehead if the Teacher says, "Teacher says, touch your forehead." The learners do not do anything if the instruction is "Touch your forehead" because it did not start with "Teacher says".

C. Lesson Proper	The Teacher will distribute a copy of the story, “A Happy Family Day” to the learners. The Teacher will instruct the learners to stand or raise their hand when they hear a word that ‘describes’ a person, place, or thing, while the Teacher is reading the story. The Teacher reads the story aloud while the learners follow and read quietly. **A Happy Family Day** On a sunny morning, the Cruz family went to a beautiful park. The children played happily on the green grass, while the parents set up a simple picnic. The young boy brought a ball, and the children enjoyed playing together. The mother listened to their joyful voices, while the father told a funny story. Later, they ate their food and drank cold juice under a big tree. The day was peaceful and bright. Before going home, the family held hands and took a photo together. “We are a happy family,” said the mother. The family agreed and shared their warmest smiles.
D. Practice	The Teacher will assign the learners to read the story in pairs. One learner will read the story aloud, while the other listens. After the first learner finishes, they will switch roles with their partner so that the first partner will now listen, and the other will read. After both learners have finished reading the story aloud, the Teacher will ask them: • Which words were easy to read? • Which words were difficult to read?
E. Closing Activity	To close the session, the Teacher will conduct the Act & Guess activity. The learners will be divided into small groups. One learner shall be selected by the group as the ‘actor’. The Teacher will list words from the story that describe: funny, happy, peaceful, beautiful. The 'actor’ shall act out one word from the list without speaking or making any sound. The others in the group will guess the word.

	Every correct answer scores a point.

Lesson 11

A. Objectives	At the end of the session, the learners are expected to: • identify words that describe from the story; and • recognize the root form of adjectives found in the story.
B. Motivation	The Teacher will read the story aloud. The Teacher will subsequently ask the learners to identify words that describe in the story. These have been highlighted in the text below. Samples are: • What word describes the park? • What word describes the family members? **A Happy Family Day** On a **sunny** morning, the Cruz family went to a **beautiful** park. The children played happily on the **green** grass, while the parents set up a **simple** picnic. The **young** boy brought a ball, and the children enjoyed playing together. The mother listened to their **joyful** voices while the father told a **funny** story. Later, they ate their food and drank **cold** juice under a **big** tree. The day was **peaceful** and **bright**. Before going home, the family held hands and took a photo together. "We are a **happy** family," said the mother. The family agreed and shared their **warmest** smiles.
C. Lesson Proper	The Teacher will write on the board the words named by the learners as words that describe. Then, the Teacher will explain that the words are adjectives: "Adjectives are words that describe or tell us more about a person, place, thing, or idea." The Teacher will go over the words on the board again and ask the learners what each word describes in the story: sunny **morning**, beautiful **park**, green **grass**, simple **picnic**, young **boy**, joyful **voices**, funny **story**, etc. The Teacher will explain that adjectives are words that: • Provide characteristics (happy, funny); • Define an amount (many, few, seven); • Identify specific nouns (this, that); or

<table>
<tr><td></td><td>

- Show possession (my, their).

The Teacher will provide examples of sentences that contain these adjectives. The learners will be asked to identify the adjectives. For example:

1. Susan has three apples.
2. This is my dress.
3. Pip is a friendly dog.

The Teacher will proceed to say that adjectives can be used to compare things. An adjective can have comparative or superlative forms. For example:

- Big, bigger, biggest;
- Tall, taller, tallest; and
- Fast, faster, fastest.

The Teacher will demonstrate how to use these in sentences and then ask the learners to come up with their own examples. The learners will work in pairs.
</td></tr>
<tr><td>D. Practice</td><td>

Activity: Match the Adjective and Noun

The Teacher will show the table below to the learners. These are nouns and adjectives from the story, “A Happy Family Day.”

The Teacher will instruct the learners to match the adjectives to the nouns and write the phrases formed.

<table>
<tr><td>sunny</td><td>kids</td><td>green</td><td>picnic</td><td>young</td><td>story</td><td>cold</td></tr>
<tr><td>morning</td><td>happy</td><td>grass</td><td>simple</td><td>boy</td><td>funny</td><td>juice</td></tr>
<tr><td>beautiful</td><td>park</td><td>bright</td><td>day</td><td>happy</td><td>voices</td><td>big</td></tr>
<tr><td>tree</td><td>day</td><td>warmest</td><td>smiles</td><td>peaceful</td><td>joyful</td><td>family</td></tr>
</table>

The learners will then be asked to read aloud the phrases they came up with.
</td></tr>
<tr><td>E. Closing Activity</td><td>

To close the session, the Teacher will ask the following questions based on the story, “A Happy Family Day.”:

1. What word describes the weather during the family’s picnic? (sunny)
2. What word describes the park where the family went? (beautiful)
3. What word describes the grass? (green)
</td></tr>
</table>

	4. What word describes the picnic? (simple) 5. What word describes the boy? (young) 6. What word describes the story told by the father? (funny) 7. What word describes the juice the family drank? (cold) 8. What word describes the tree where they ate? (big) 9. What word describes the day in the story? (peaceful and bright) 10. What word describes the family? (happy) 11. What word describes the smiles of the family? (warmest) The Teacher will close by saying that adjectives help make sentences clearer because they describe.

Lesson 12

A. Objectives	At the end of the session, the learners are expected to: • use vocabulary words from the story in meaningful sentences.
B. Motivation	The Teacher will ask learners to recall adjectives in the story "A Happy Family Day" by listing them: happy, wonderful, green, kind, simple, young, funny, cold, big, peaceful, sunny, warmest. The Teacher will draw a chart on the board and ask learners to place the adjectives in the appropriate column. **Describes a Person** | **Describes a Place** | **Describes a Thing** | | | Answers: **Describes a Person** | **Describes a Place** | **Describes a Thing** Happy – happy children | Peaceful – peaceful park | Cold – cold juice
C. Lesson Proper	**Word Building with Suffixes** ***Teacher Modeling:*** The Teacher will write examples on the board. • color – colorful • peace – peaceful. *Explain:* When we add -ful to a root word (suffix), we form an adjective. These adjectives describe something that has or shows a certain quality.

Examples:

- colorful – has many colors
- peaceful - calm and quiet

Activity: Guided Practice:
The Teacher will add more examples on the board and ask the learners what the "new words" are:

Root Word	Add -ful	New Word
color	-ful	colorful
peace	-ful	peaceful
help	-ful	helpful
joy	-ful	joyful

The Teacher will use a new word in a sentence.

- The flowers in the garden are colorful.

The Teacher will then ask the learners to create simple sentences using a new word. *Examples:*

- The colorful flowers made the garden bright.
- She was helpful when her friend fell.

Activity: Word Building (Hands-On)

The Teacher will group learners into pairs or small groups. Each pair or group will be given cards with root words (Help, Care, Joy, Play, etc.) and the suffix "–ful."

The Teacher will ask the learners to combine the root word and –ful to form a new word.

The Teacher will ask the learners to say the new word aloud and explain what it means. The Teacher may guide the learners in explaining.

The Teacher will ask the learners to use the new word in a sentence.

Root Word Discussion
A root word is the basic part of a word that carries its main meaning. It is the word to which we can add prefixes (added at the beginning) or suffixes (added at the end) to make new words.

Examples:

Root Word	Suffix Added	New Word	Meaning
Help	-ful	Helpful	Helps a lot

	Play	-ful	Playful	Full of energy, plays a lot

Ask:

- What is the root word of colorful? → color
- What is the root word of peaceful? → peace

D. Practice

Activity: Word Hunt
Directions: Encircle the describing words (adjectives) in the story.

A Day at the Market

One bright morning, Liza woke up feeling excited because she and her mother were about to go to the market.

The market was lively and filled with colorful fruits and vegetables. Liza noticed a small puppy sleeping beside a stall. She gently patted it and smiled.

Her mother bought fresh apples and ripe mangoes, and Liza helped carry the basket.

They walked home under the warm sun, and Liza smiled, happy that it had been a fun day at the market.

Describing Words in This Text:
bright, excited, lively, colorful, small, fresh, ripe, warm, happy, fun

E. Closing Activity

Activity: Root Word Detective

The Teacher will ask learners to identify the root word.

Adjective	Root Word
Colorful	Color
Peaceful	Peace
Helpful	Help
Joyful	Joy
Playful	Play

The Teacher will remind learners that some adjectives are formed by adding suffixes, such as "-ful," to a root word.

Activity: Vocabulary in Context
Directions: Complete the sentence using the most appropriate adjective from the choices.

Sentence	Choices	Correct Answer
1. The family enjoyed a _____ picnic in the park.	joyful, noisy, heavy	joyful

	2. They spent a _____ afternoon together under the trees.	peaceful, dark, broken	peaceful
	3. The children shared a _____ joke during lunch.	funny, silent, green	funny
	4. The parents prepared a _____ meal for everyone.	simple, angry, tall	simple
	5. The family ended the day with _____ hugs.	warm, cold, fast	warm
	The Teacher will close the session by saying: "Today, we learned that adjectives describe. We also learned that some adjectives are formed by adding suffixes, such as –ful, to root words.		

Aral-Reading KS2 Plus Session 5

Lesson 13

A. Objectives	At the end of this session, the learners are expected to: • identify high-frequency words accurately. • identify nouns, verbs, and adjectives in a text.
B. Motivation	**Activity: Action Word Relay (Parts of Speech)** **Directions:** 1. Divide learners into teams (2-4 learners per team). 2. Place word cards in a basket or any container: • Noun (e.g., tree, ball, picnic, family); • Verb (e.g., run, play, clean, eat); • Adjective (e.g., happy, sunny, big). 3. Call one learner from each team to choose a word card from the basket or container. 4. The learner will act out the word. The team members will guess the word and identify its type (noun, verb, adjective). 5. If correct, the team earns 1 point, and the next team member picks a word card. 6. Continue until all word cards are used. The team with the most points wins. 7. Rotate roles so each learner gets a turn acting and guessing. Encourage creativity for acting adjectives (gestures, facial expressions).
C. Lesson Proper	Ask the learners, "Have you ever visited a park? What did you do there?" Collect their answers and write keywords on the board. The Teacher may arrange them as follows: nouns, verbs, adjectives. The Teacher will tell the learners: Today, as we read a short story, we will look for:

	• Nouns – people, places, or things (e.g., family, park, tree) • Verbs – actions they do (e.g., walked, played, smiled); and • Adjectives – words that describe them, their actions, or the surroundings (e.g., happy, bright, colorful). The Teacher may distribute a copy of the text to the learners. **Direction:** The Teacher will read the story aloud, while the learners read along silently. The learners will stand (or raise their hand) when they hear a describing word. Step 3: Learners take note of the describing words or adjectives they hear from the story: **A Happy Family Day** On a sunny morning, the Cruz family went to a wonderful park. The happy kids played on the green grass, and the kind parents set up a simple picnic. The young boy had a ball, and the kids played happily together. The mother listened to the happy voices of the kids, and the father told a funny story. Then, they had their food and cold juice under a big tree. The day was so peaceful and sunny. Before going home, the family had their hands together and took a picture together. "We are a happy family," said the mother. The family agreed and smiled their warmest smiles.
D. Practice	**You do Direction:** Learners read the story to assess learners' reading fluency, clarity, and expression while reading a story in pairs. Steps: 1. Learners are paired up. 2. One learner reads the work, and the other learner evaluates. 3. Roles are reversed. 4. Optional: Learners may share their feedback out loud or write one strength and one area to improve.
E. Closing Activity	**Activity:** Identify and classify the nouns, verbs, and adjectives found in the story.

Lesson 14

<table>
<tr><td>A. Objectives</td><td>At the end of the session, the learners are expected to:
use vocabulary in a new context.</td></tr>
<tr><td>B. Motivation</td><td>Activity: WORD SORTING – NOUN, VERB, ADJECTIVE
Materials Needed: cards with the words “park, played, bright, bench, ran, happy, snack, enjoyed”

Put three large sheets of paper or sections on the board labeled:<table><tr><td>Noun</td><td>Verb</td><td>Adjective</td></tr><tr><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>C. Lesson Proper</td><td>List vocabulary from the text.<table><tr><th>Nouns (naming words)</th><th>Verbs (action words</th><th>Adjectives (describing words)</th></tr><tr><td>family
park
ball
bench
lake
snack
wind
birds</td><td>went
played
kicked
ran
strolled
enjoyed
cleaned
threw</td><td>bright
peaceful
happy
tall
colorful
sweet
soft
relaxing</td></tr></table>Explain what the words mean and use them in sentences.</td></tr>
<tr><td>D. Practice</td><td>Divide learners into small groups or pairs.

Give each group a set of word cards.

Ask them to take turns placing each word in the correct column.

Encourage discussion within the group. Ask questions such as, “Why do you think this word is a noun?”, “What action does this word show?”</td></tr>
<tr><td>E. Closing Activity</td><td>Learners create sentences using story words:
1. I _____ at the park.
2. The lake is _____.
3. My snack is _____.</td></tr>
</table>

	Activity: Word Bank Choose the correct word that completes the sentence. play delicious hot cold running sour shining 1. I _____ at the park with my friends. (play) 2. The snack is _____ and tasty. (delicious) 3. The sun is _____ today. (shining) 4. The boy is _____ at the park. (running) 5. It is _____ in Baguio. (cold)

Lesson 15

A. Objectives	At the end of the session, the learners are expected to: • identify roots of high-frequency words (nouns, verbs, adjectives).
B. Motivation	**Activity: Word Function Identification** Classify the words in the sentence to noun, verb and adjective. Sentence: The happy children played near the colorful pine trees. • Answer: • children - noun • played - verb • happy - adjective • colorful - adjective
C. Lesson Proper	**1. Root Word Discussion** • Explain: The root word is the base word of a word. • Examples (played - play, strolled - stroll, cleaned - clean, colorful - color) **2. Rules of Affixes** • Suffixes (added at the end of the root word) ○ -ed: indicates the past tense of a verb ○ play - played ○ -ing: indicates the continuous process of a verb ○ play - playing ○ -ful: changes nouns to adjectives ○ color - colorful ○ -er/-est: forms comparative and superlative adjectives ○ warm - warmer/warmest • Prefixes (added at the beginning of the root word) ○ un-: indicates the opposite

	▪ happy - unhappy ○ re-: indicates repetition ▪ write – rewrite
D. Practice	Provide root words then learners form new words. Use the new words in a sentence. **Root words** / **New words (answers)** Play – Played Clean – Cleaning Color – Colorful Stroll – Strolled Happy – Happily
E. Closing Activity	**Activity: "Name It, Do It, Describe It!"** Objective: Identify nouns, verbs, and adjectives correctly. **Instructions:** Read each sentence carefully. Look at the underlined word. Identify if the word is a Noun (name of a person, place, or thing), Verb (action word), Adjective (describing word). Write your answer on the blank. 1. They clean the room. clean - _____ 2. The room is clean. clean - _____ 3. She has a beautiful dress. beautiful – _____ 4. The teacher reads a story. teacher – _____ 5. They played outside. played – _____ 6. The sky is blue. blue – _____ 7. We ate a snack. snack – _____ 8. The boy is happy. happy – _____ 9. The girl writes neatly. writes – _____ 10. The park is big. park – _____ **Answer Key:** 1. clean- verb. 2. clean adjective. 3. beautiful – Adjective 4. teacher – Noun

	5. played – Verb 6. blue – Adjective 7. snack – Noun 8. happy – Adjective 9. writes – Verb 10. park – Noun Root Word Identification: Complete the word by choosing the correct suffixes in the box. ed - ful - ed - ly - ed 1. play - _____ 2. stroll - _____ 3. happy- _____ 4. clean - _____ 5. color _- _____

Aral-Reading KS2 Plus Session 6

Lesson 16

A. Objectives	At the end of this session, the learners are expected to: • read words and phrases with CVCC patterns ending in -st, -nd, -lt, -mp, -nt, sk, -lp, -ct, -ft, and -rk in each text correctly and fluently.
B. Motivation	Ask learners to orally sort the following emphasized words from these sentences into nouns, adjectives, and verbs: The dogs **bark** loudly. / He is **fast.** / This is the **last** song. / She pitched the **tent**. I cannot **bend** right now. / You're the **best!** / The juice has **pulp**. / This pillow is so **soft**. Did you go to the **park**? / I **lift** boxes in the morning. / The sponsors **fund** the project. / Let's **help** him!
C. Lesson Proper	Explain, "When two consonants appear at the end of a word, they don't make one new sound; instead, they move very closely together. We call these final blends." **Ending** / **Examples** -st / fast, best, last, dust -nd / hand, bend, pond, fund -lt / belt, melt, wilt, colt -mp / camp, lamp, hump, limp

	<table><tr><td>-nt -sk -lp -ct -ft -rk</td><td>tent, bent, mint, hunt mask, desk, disk, husk help, gulp, pulp, yelp fact, duct, pact soft, gift, lift, loft bark, park, fork, dark</td></tr></table> **How to Read Them:** 1. **Look** at the vowel: Is it a short sound (a, e, i, o, u)? 2. **Slide** through the first two letters. 3. **Snap** the final two consonants together quickly. **Example:** To read "**mask**", say /m/ /a/... then snap /-sk/!
D. Practice	**Word Warm-Up** Read these phrases aloud. Try to keep a steady rhythm without stopping between the words. 1. A **soft mask** 2. **Help** the **fast duck** 3. **Milk** for the **pink** 4. **Mint** in a **dish** 5. A **dark desk lamp** 6. **Jump** in the **pond** 7. **Bent twig** 8. **Dust** at **dusk** 9. **Hand** over the **best gift** Ask the learners, “Can you find the word that doesn't fit the pattern?” • **Set 1:** Best, Fast, **Hand**, List (The outlier is -nd) • **Set 2:** Camp, **Soft**, Lamp, Pump (The outlier is -ft)
E. Closing Activity	Unscramble the letters to form the correct words. Write your answers in the blanks. 1. pcam → _____ 2. dwin → _____ 3. tlbe → _____ 4. pleh → _____ 5. rkap → _____ **Answer Key** 1. pcam → camp 2. dwin → wind 3. tlbe → belt 4. pleh → help 5. rkap → park

Lesson 17

A. Objectives	At the end of this session, the learners are expected to: • read sentences with CVCC words smoothly and correctly.
B. Motivation	Ask the following questions: 1. Have you ever gone to a camp or park? 2. What things do you bring to a camp? Say, "Today, we will read sentences about a camp. While reading, we will look for special words with four letters called CVCC words."
C. Lesson Proper	Read the following sentences with the learners: 1. The **fast wind** blew in the **park** as the small boy and his friend were pitching the **tent**. 2. They saw a **lamp** near the **sand**. 3. A **dark** shark toy was on the ground. 4. The boy assisted **fast** and did not need **help**. 5. They **felt** a **soft lift** of the **tent** door as they were going to **rest**.
D. Practice	Ask the learners to determine the CVCC words in the sentences. They can also do this on their worksheet by underlining them.
E. Closing Activity	Have the learners do a Charades game. • A learner picks a CVCC word card (e.g., jump, lift, help). • They act it out while the other learners guess. • Afterward, the learner who picked the word card must use it in a sentence.

Lesson 18

A. Objectives	At the end of this session, the learners are expected to: • read short stories with CVCC words smoothly and correctly.
B. Motivation	Ask the learners to read these tongue twisters loudly: 1. A plump ant went to the best damp camp and slept on a soft raft. 2. Fast Kent found a pink mask on the last desk and felt the cold sand melt. 3. The grand dark park kept a swift fact: the soft lift was a gift.
C. Lesson Proper	Distribute a copy of the text to the learners, then let them listen to you read. **A Happy Family Day** On a sunny morning, the Cruz family went to a beautiful park. The children played happily on the green grass, while the parents set up a simple picnic. The young boy brought a ball, and the children enjoyed playing together. The mother listened to their joyful voices,

	while the father told a funny story. Later, they ate their food and drank cold juice under a big tree. The day was peaceful and bright. Before going home, the family held hands and took a photo together. “We are a happy family,” said the mother. The family agreed and shared their warmest smiles. **Activity: CVCC Question & Answer Activity** Instructions: Read the question carefully. Answer the question with a word from the text that has a CVCC pattern. 1. Where did the family go? Answer: park 2. What word describes the juice they drank? Answer: cold 3.
D. Practice	Let the learners read the text again then let them clap when they hear a CVCC word.
E. Closing Activity	**Activity: Let’s Write!** In pairs, the learners will write simple sentences using these CVCC words (one sentence for each word): 1. gold 2. soft 3. bank 4. pink 5. sand

Aral-Reading KS2 Plus Session 7

Lesson 19

A. Objectives	At the end of this session, the learners are expected to: • read words and phrases with CCVC patterns beginning in bl-, br-, ch-, cr-, dr-, fl-, fr-, gl-, gr-, pl-, pr-, st-, sw-, sm-, bl-, br-, cr-, gl-, gr- in each text correctly and fluently.
B. Motivation	Present pictures (digital or printed) of the following: brook, crab, creek, dragon, stream, glass, globe, prince, snake, and frog. As each picture is shown, ask the learners what they know about it.
C. Lesson Proper	Say, “Now that we’ve mastered ending sounds, let’s look at the front of the word. A CCVC pattern starts with two consonants that "blend" together, followed by a short vowel and a final consonant.”

	Explain, "In a blend, you hear both letters, but they slide together quickly. Think of it like mixing two colors of paint—you can still see a bit of both, but they form a new look!" To make the discussion easier, we can group these blends by their second letter:

The "L" Blends	**The "R" Blends**	**The "S" Blends**	**The "H" Digraph**
bl- (black, blip)	br- (brag, brim)	st- (stop, step)	ch- (chip, chop)
fl- (flag, flip)	cr- (crab, crop)	sw- (swim, swam)	(Note: Ch- is a digraph where two letters make one brand new sound!)
gl- (glad, glum)	dr- (drop, drum)	sm- (smog, smug)	
pl- (plan, plot)	fr- (frog, fret)		
	gr- (grab, grim)		
	pr- (prop, prim)		

D. Practice	Let the learners read the words repeatedly:

The "L" Blends	**The "R" Blends**	**The "S" Blends**	**The "H" Digraph**
bl- (black, blip)	br- (brag, brim)	st- (stop, step)	ch- (chip, chop)
fl- (flag, flip)	cr- (crab, crop)	sw- (swim, swam)	(Note: Ch- is a digraph where two letters make one brand new sound!)
gl- (glad, glum)	dr- (drop, drum)	sm- (smog, smug)	
pl- (plan, plot)	fr- (frog, fret)		
	gr- (grab, grim)		
	pr- (prop, prim)		

Read these double blend phrases:

1. glad frog
2. flat rock
3. drop prop
4. black drum
5. prim grin
6. grim swim
7. grab brim
8. smug snap
9. plot plan
10. chop flop

E. Closing Activity	**Activity: Build & Create – CCVC Words** Instructions: Add a starting blend from the following list: bl, br, ch, cr, dr, fl, fr, gl, gr, pl, pr, st, sw, sm. 1. -ack → _____ 2. -op → _____

	3. -an → _____ 4. -ow → _____ 5. -ip → _____ 6. -at → _____ 7. -uck → _____ 8. -ink → _____ 9. -ag → _____ 10. -ash → _____ **Answer Key** 1. -ack → black, crack, stack, smack 2. -op → stop, drop, chop, crop, flop, plop, prop 3. -an → plan, bran, flan, swan 4. -ow → grow, blow, brow, chow, crow, flow, glow, grow, plow, stow 5. -ip → flip, trip, drip, blip, chip, grip 6. -at → chat, brat, swat, flat, stat 7. -uck → pluck, chuck, stuck 8. -in → chin, grin 9. -ag → flag, brag, swag, drag, stag 10. -ash → flash, crash, smash, stash

Lesson 20

A. Objectives	At the end of this session, the learners are expected to: • read aloud sentences with CCVC words smoothly and correctly.
B. Motivation	**Activity: Identify the Blend** Ask students to identify the blend in these words: 1. frog → fr 2. crab → cr 3. brave → br 4. step → st 5. smile → sm 6. green → gr
C. Lesson Proper	Ask learners to read and repeat these sentences: 1. **Pl**ot a **gr**im **pl**an. 2. **Fl**ip the **br**ight **gr**ill. 3. **Cl**ap for the **fr**esh **pl**um. 4. The **gl**ad **fr**og will **sk**ip and **fl**op. 5. **St**op the **sm**og **dr**ift. 6. **Sn**ap the **st**iff **st**em. 7. **Ch**op the **cl**am **sl**im. 8. **St**an had a **sw**ift **sw**im in the **sh**ip.
D. Practice	Ask the learners to determine the CCVC words in the sentences.

E. Closing Activity	**Blend Hunt Relay (Group Evaluation)** 1. Divide the class into small groups. 2. Give each group a copy of the story. 3. Call out a blend (e.g., “br”). 4. One student from each group runs to the board and writes a word from the text (e.g., brave).

Lesson 21

A. Objectives	At the end of this session, the learners are expected to: • read short stories with CCVC words smoothly and correctly.
B. Motivation	Ask learners to try to read these pairs as fast as possible without "stuttering" the blends: 1. **St**ep-**St**op 2. **Gr**in-**Gr**ab 3. **Fl**ip-**Fl**op 4. **Br**ag-**Br**im 5. **Cl**ap-**Cl**ip 6. **Dr**um-**Dr**ip
C. Lesson Proper	Read the following sentences with the learners: **The Frog on the Step** Stan is a big green frog. He likes to skip and flip. One day, Stan saw a slug on a flat rock. The slug was slow. Stan was fast! He let out a loud cluck—wait, frogs don't cluck! Stan let out a loud croak. He took a step onto the soft grass. He saw a twig snap. "Is that a snake?" Stan thought. He felt a plum fall from a tree. Plop! It hit the pond. Stan went swimming in the cool blue water. He felt glad to be a frog. Ask learners to read three times, each time faster.
D. Practice	**Activity: Word Hunt** Find these blends in the text: 1. bl, br, ch, cr, dr, fl, fr, gl, gr: Answer: brave, brown, crab, crawl, cry, chirp, drop, flat, frog, friend, glad, green, grin, grass 2. pl, pr, st, sw, sm, bl, br, cr, gl, gr: Answer: plan, play, step, stick, small, smile

E. Closing Activity	**Activity: Spin and Read** 1. Create a spinner with blends. 2. Learner spins and says a word that uses this blend. 3. Make a sentence containing that word.

Aral-Reading KS2 Plus Session 8

Lesson 22

A. Objectives	At the end of this session, the learners are expected to: • use vocabulary in new contexts. • read short stories and note important elements.
B. Motivation	Ask learners to refer to the activity sheet. Say, "Look at the list of words in the box below. Find the hidden words in the puzzle. You can look for them going across (left to right), down, or slanting. Circle each word you find." Say, "Let us now read the hidden words in the puzzle: crocodile, deer, river, gullible, clever, starfruit, forest, bridge, greedy, brave."
C. Lesson Proper	Review vocabulary. Show each word card (gullible, clever, greedy, brave, bridge), read it aloud, and discuss its meaning. Give 1–2 example sentences from the story context.

Word	Meaning	Synonyms	Sentence
GULLIBLE	*Believing everything you are told very easily.*	*Fooled*	*The gullible crocodiles believed the Deer's trick.*
CLEVER	*Being smart and quick at solving problems*	*Smart, Wise, Intelligent*	*The clever Deer found a way to cross the river.*
GREEDY	*Wanting more than what you need; not wanting to share.*	*Selfish, Grasping*	*The greedy crocodiles wanted the whole feast for themselves.*
BRAVE	*Being strong enough to face something scary or dangerous.*	*Fearless, Courageous*	*The brave Deer was not afraid to talk to the hungry crocodiles.*

Then, introduce that they will read a story to find out how the Deer uses his brain to win.

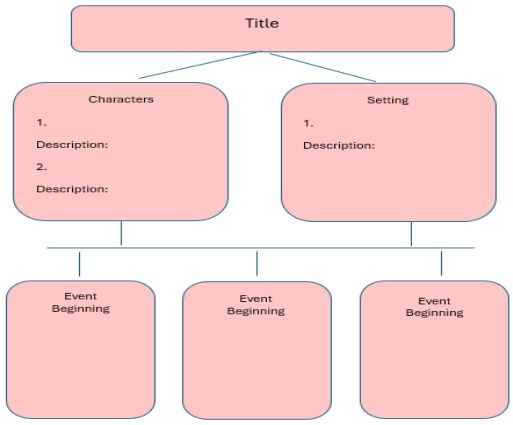
Learners follow along silently, noting names, places, and actions.

	The Clever Deer and the Hungry Crocodiles Once, a tiny Deer wanted to cross a wide, deep river to eat the delicious starfruits on the other side. However, the river was full of hungry crocodiles waiting for a snack. The Deer had an idea. He stood by the river and shouted, "Hello, Crocodiles! The King is having a big feast and has asked me to count all of you so he knows how much meat to prepare!" The greedy Crocodiles were excited. The leader of the crocodiles popped his head up and said, "We are ready! How will you count us?" "Line up side by side from this river to the other side," the Deer commanded. "I will jump on your backs and count you one by one." The Crocodiles did exactly as they were told, forming a long bridge across the water. The Deer jumped onto the first crocodile's back. "One!" he shouted. He jumped to the second. "Two!" He kept jumping and counting until he reached the last crocodile and hopped safely onto the grass on the other side. "So, how many of us are there?" the Crocodile leader asked. The Deer laughed and shouted from the safety of the trees. "Enough to make a bridge, but not enough to catch me! Thank you for the ride!" The Deer disappeared into the forest to enjoy his fruit, leaving the angry crocodiles behind.
D. Practice	Ask learners to read the story as a group.
E. Closing Activity	Ask learners to read with a partner, trying to follow the same clear, smooth, and expressive reading.

Lesson 23

A. Objectives	At the end of this session, the learners are expected to: • identify and describe the characters, setting, and important events in the story.
B. Motivation	Ask the learners to refer to the activity sheet. Say, "Read each situation below. Choose the best word from our "Power Word" list to complete the sentence." **Word List**: Clever, Greedy, Brave, Gullible

	1. A tiny Mouse sees a huge, sleeping Lion blocking the cave entrance, but he quietly creeps past him anyway. The Mouse is very _____. (Answer: Brave) 2. Monkey finds a whole basket of bananas; instead of sharing with his family, he hides them all in a tree to eat by himself. The Monkey is being _____. (Answer: Greedy) 3. The Fish believed the Shark when he said he just wanted to play a game of tag. The Fish is very _____. (Answer: Gullible) 4. The Squirrel could not reach the nuts on the thin branch, so he used a long stick to hook the branch and pull it closer. The Squirrel is very _____. (Answer: Clever)
C. Lesson Proper	Say: "Let's recall what characters, setting, and events means." **Recall of Terms:** • **Characters** – the people, animals, or creatures in the story • **Setting** – the place and time where the story happens • **Events** – important things that happen in the story, in order (sequence) Recall the short story and answer the following questions with the class: **Questions for Characters** 1. Who are the main characters in the story? • **Main characters:** Deer, Crocodile 2. How would you describe the Deer? • **Deer:** Brave, Smart, Determined 3. How would you describe the Crocodiles? • **Crocodile**: Greedy, easily fooled (gullible), angry **Questions for Setting** 4. Where does the story take place? • The story takes place at a wide, deep river next to a forest. 5. What was on the other side of the river that the Deer wanted to get? • There were delicious starfruits (fruit trees) on the other side. 6. Describe the river—was it safe or dangerous for the Deer? Why? • It was dangerous because it was full of hungry crocodiles waiting for a snack. **Questions for Events** The Beginning

	7. What did the Deer find when he arrived at the river, and why couldn't he cross easily? • He found a wide river full of **hungry crocodiles** waiting to eat him. The Middle 8. What was the Deer's "big idea" to get across the river? • He tricked the crocodiles by telling them the King wanted to **count them** for a big feast. 9. What did the crocodiles do so the Deer could count them? • They **lined up side-by-side** to form a bridge across the water. The Ending 10. What did the Deer do as he shouted "One! Two! Three!"? • He **jumped on the crocodiles' backs** until he reached the other side. 11. How did the story end once the Deer was safely on the grass? • The Deer **laughed and thanked them** for the ride, then disappeared into the forest to eat his fruit.
D. Practice	Let the learners read the story. **The Thirsty Crow's Clever Plan** A thirsty Crow with dark, shiny feathers was searching desperately for water during a hot summer. He eventually flew into a dry, sunny garden and spotted a tall glass pitcher with a little water at the bottom. First, the Crow tried to reach the water with his beak, but the pitcher was too deep for him to touch it. Then, he began dropping small pebbles into the container one by one to make the water level rise. Finally, the water reached the top, allowing the clever bird to drink his fill and fly away happily. Ask the learners to fill up this story map:  • For the upper part of the story map, you will write the title of the story.

	• The next two boxes are for the Story Setting and Characters. You may add description in the setting where and when the story takes place. And you may also add one short description for the characters. • Then, the next three boxes are for the important events. Write the events in order, one event per box. • The last box is for the outcome of the story. How does the story end?
E. Closing Activity	Answer the story map with the class: **Title:** The Thirsty Crow's Clever Plan **Character:** The Thirsty Crow (described as having dark, shiny feathers and being clever). **Setting:** A dry, sunny garden during a hot summer. **Events:** 1. The Crow tried to reach the water with his beak, but the pitcher was too deep for him to touch it. 2. He began dropping small pebbles into the container one by one to make the water level rise. 3. The water reached the top, allowing the clever bird to drink his fill and fly away happy

Lesson 24

A. Objectives	At the end of this session, the learners are expected to: • arrange important events from the story in correct order.
B. Motivation	Tell the students: "Imagine I woke up this morning. I went to school, then I brushed my teeth, then I got out of bed, and finally I put on my shoes. Does that make sense?" Ask the students to help you fix the order. Explain that just like our mornings, stories have a Beginning, Middle, and End. If we mix them up, the story "breaks."
C. Lesson Proper	Explain that to arrange events correctly, we look for Signal Words that act like road signs.

Step	Signal Words	What Happens?
Beginning	First, Once, Long ago	We meet the character and learn their problem.
Middle	Then, Next, After that	The character tries different ways to solve the problem.

	<table><tr><td>End</td><td>Finally, At last, In the end</td><td>The problem is solved and the story finishes.</td></tr></table> Using “The Thirsty Crow’s Clever Plan,” show the students how to "map" the story events: • **Event A:** The water reaches the top. (Finally) • **Event B:** The Crow finds a pitcher but can't reach the water. (First) • **Event C:** The Crow drops pebbles into the pitcher. (Then) **Correct Order:** B → C → A.
D. Practice	Using "The Clever Deer and the Hungry Crocodiles," students will work in small groups to order the following plot points. The Task: Arrange these sentences from 1 to 5: • ( ) The Deer jumps across the crocodiles’ backs while counting them. • ( ) The Deer reaches the other side and laughs at the crocodiles. • ( ) The Deer wants to cross the river to eat starfruits. • ( ) The crocodiles line up side by side to form a bridge. • ( ) The Deer tells the crocodiles he needs to count them for the King’s feast. Answer Key for Teacher: (4), (5), (1), (3), (2)
E. Closing Activity	To summarize the learning through a quick, kinesthetic exit. 1. **Three-Finger Summary:** Ask students to hold up three fingers. o **Thumb:** Who was the character? o **Pointer:** What was the big problem? o **Middle:** How did it end?

Aral-Reading KS2 Plus Session 9

Lesson 25

A. Objectives	At the end of this session, the learners are expected to: • read the short story clearly and articulately.
B. Motivation	Say: “We need to recall our lesson yesterday about the characters, setting, and events in our story “The Clever Deer and the Hungry Crocodiles.” Show pictures of a deer and a crocodile. Ask them, “Who was the 'Thinker' (smart one) and who was the 'Greedy' one in our story yesterday?" Then, show two pictures—a dry desert and a deep river. Ask the learners to point to the place where the story happened.

	Lastly, tell learners to order the following events based on the story: _____ The Deer jumps across the Crocodiles' backs to reach the starfruits on the other side. _____ The Deer tells the Crocodiles that the King wants him to count them for a big feast. _____ The Crocodiles line up across the river to form a bridge.
C. Lesson Proper	Go through the story again with the learners: **The Clever Deer and the Hungry Crocodiles** Once, a tiny Deer wanted to cross a wide, deep river to eat the delicious starfruits on the other side. However, the river was full of hungry crocodiles waiting for a snack. The Deer had an idea. He stood by the river and shouted, "Hello, Crocodiles! The King is having a big feast and has asked me to count all of you so he knows how much meat to prepare!" The greedy Crocodiles were excited. The leader of the crocodiles popped his head up and said, "We are ready! How will you count us?" "Line up side by side from this river to the other side," the Deer commanded. "I will jump on your backs and count you one by one." The Crocodiles did exactly as they were told, forming a long bridge across the water. The Deer jumped onto the first crocodile's back. "One!" he shouted. He jumped to the second. "Two!" He kept jumping and counting until he reached the last crocodile and hopped safely onto the grass on the other side. "So, how many of us are there?" the Crocodile leader asked. The Deer laughed and shouted from the safety of the trees. "Enough to make a bridge, but not enough to catch me! Thank you for the ride!" The Deer disappeared into the forest to enjoy his fruit, leaving the angry crocodiles behind.

D. Practice	Group the learners into three. One group will serve as the Narrator, one group will be the Deer, and one group will be the Crocodiles. The Deer and Crocodile groups will read the dialogue of the characters, while the Narrator will read the narration.
E. Closing Activity	Ask the learners, "How different does the story feel after reading your character more intently?"

Lesson 26

A. Objectives	At the end of this session, the learners are expected to: • identify the problem and its solution in a story.
B. Motivation	*Activity**: Mood Match*** In this activity, the learner shows the reaction first to the given situation. Use the emoji drawing. (Smiley, Sad, Worried, Surprised) **Say:** *I just stepped outside and clicked the lock on my front door. My heart sank as I realized—through the window—that my keys were still there on the kitchen table. How do you think I felt in that moment?* (Wait for the pupil to raise the emoji face) **Ask:** What is the possible way to get my keys inside the house? Possible answer: • Call a family member who has another set of keys to come and help." • Call a locksmith to pick the lock and let you in. • Check if any of the back windows or the back door were accidentally left unlocked. **Say**: Close your eyes and remember the story we read yesterday about the Deer at the river. What was the danger in the water that made him feel scared?
C. Lesson Proper	Say: "Let's go back to our story. I am going to read the part where the Deer faces his big challenge at the river." Read aloud: *Once, a tiny Deer wanted to cross a wide, deep river to eat the delicious starfruits on the other side. However, the river was full of hungry crocodiles waiting for a snack.* Ask learners to listen carefully. Then, reread the passage slowly and ask them to follow with their copies. Discuss: Every great story is like a puzzle. It usually has two main parts that fit together: the **Problem** and the **Solution**. **1. What is a Problem?**

	The **Problem** (also called the *Conflict*) is something that goes wrong or a challenge that the character faces. It is what the character **wants** or **needs** but cannot get easily. • *Clue words to look for:* "But," "however," "sadly," "unlucky," "trouble." **2. What is a Solution?** The **Solution** (also called the *Resolution*) is how the problem is fixed or solved. It is the **action** the character takes to make things better. • *Clue words to look for:* "So," "because," "finally," "solved," "then.
D. Practice	Recall the story. Then, ask the learners to match the problem to the solution: **The Problem** / **The Solution** 1. The Deer was hungry for starfruit. / A. The Deer told the crocodiles to line up. 2. The river was full of hungry crocodiles. / B. The Deer crossed the "bridge" to the trees.
E. Closing Activity	Answer the questions in the activity sheet: 1. What was the big trouble that kept the Deer from eating the starfruits on the other side? A. The starfruits were too high up in the trees. **B. Dangerous crocodiles were blocking his only path across.** C. The Deer forgot how to count to ten. 2. How did the tiny Deer manage to cross the deep river without getting wet or eaten? A. He waited for the King to bring a boat. **B. He tricked the greedy crocodiles into acting like a bridge**. C. He found a secret path through the tall trees. 3. What happened after the Deer tricked the crocodiles? A. The crocodiles ate the Deer for their feast. B. The King arrived to count the crocodiles himself. **C. The Deer hopped safely.** 4.What if the Deer was too slow to run away? **A. The crocodiles would finally catch the Deer because they were angry and hungry**. B. The Deer would sit on the grass and wait for the crocodiles to bring him the starfruit. C. The crocodiles would say "Thank you" to the Deer for letting them help him.

Lesson 27

<table>
<tr><td>A. Objectives</td><td>At the end of this session, the learners are expected to:
predict possible endings.</td></tr>
<tr><td>B. Motivation</td><td>Refer to the activity sheet.

Complete the graphic organizer below. Identify the challenges the Deer faces and describe the solution he uses to overcome them. Disregard the third column for now.
<table>
<tr><th>What challenges does the character encounter?</th><th>How does the character solve it?</th><th>Predicting ending</th></tr>
<tr><td></td><td></td><td></td></tr>
</table>

These are the suggested answers:
<table>
<tr><th>What challenges does the character encounter?</th><th>How does the character solve it?</th><th>Predicting ending</th></tr>
<tr><td>1. The river was wide and deep. The Deer is tiny, so he could not swim across or jump over it to get to the starfruits.

2. The river was wide and deep. The Deer is tiny, so he could not swim across or jump over it to get to the starfruits.

3. The Deer was starving for the delicious fruit, but to get it, he had to risk being eaten. This created a situation where he was stuck and scared.</td><td>1. He lied and said the King was having a feast. This made the crocodiles want to help him so they could get their "meat."

2. The Deer told them to line up side by side. He turned the dangerous crocodiles into a safe bridge made of their backs.

3. The Deer jumped and counted, "One, two, three!" as he skipped across the river. By the time he reached the last one, he was safely on the grass where the crocodiles couldn't reach him.</td><td></td></tr>
</table></td></tr>
<tr><td>C. Lesson Proper</td><td>Say: “Today, we will find the danger the deer faces in the river. We will see how he tries to stay safe and guess what happens after his brave choice.”</td></tr>
</table>

What challenges does the character encounter?	How does the character solve it?	Predicting ending
1. The river was wide and deep. The Deer is tiny, so he could not swim across or jump over it to get to the starfruits. 2. The river was wide and deep. The Deer is tiny, so he could not swim across or jump over it to get to the starfruits. 3. The Deer was starving for the delicious fruit, but to get it, he had to risk being eaten. This created a situation where he was stuck and scared.	1. He lied and said the King was having a feast. This made the crocodiles want to help him so they could get their "meat." 2. The Deer told them to line up side by side. He turned the dangerous crocodiles into a safe bridge made of their backs. 3. The Deer jumped and counted, "One, two, three!" as he skipped across the river. By the time he reached the last one, he was safely on the grass where the crocodiles couldn't reach him.	What if the Deer decided to stay on the riverbank and just talk to the crocodiles instead of jumping into the forest at the end? What do you think the crocodiles would do to him? What if the Deer accidentally slipped and fell into the water while he was counting the crocodiles? How would the story end?

D. Practice

Say: Now, let's put the story events in a Problem and Solution Chart. Fill in the boxes with the correct details.

Direction: Read the passage carefully. Fill in the Problem-Solution Chart below.

The Ant and the Leaf Boat

A tiny Ant was trapped on a dry leaf in the middle of a large, splashing puddle. The wind blew the leaf further from the grass, and the Ant could not swim to safety. Suddenly, a Bird dropped a sturdy twig into the water right next to the floating leaf. Because the Ant climbed quickly onto the twig, he was able to crawl back to the dry land. The Ant reached his colony safely and thanked the Bird for the life-saving bridge.

What difficulties does	Based on what happened, how	What if the Bird was too busy and

	<table><tr><th>the character experience in the story?</th><th>does the character address the difficulties?</th><th>he did not notice the Ant?</th></tr><tr><td></td><td></td><td></td></tr></table> Answer: 1. The Ant was trapped in deep water, and he couldn't swim. The Ant was on a dry leaf, but the wind kept blowing it "further from the grass 2. The Bird dropped a sturdy twig into the water. The Ant climbed quickly onto the twig. 3. Possible Answer: The Ant stays trapped. The Ant would die. The Ant cannot go back home.
E. Closing Activity	Ask: What lesson can we learn from the story? Why is it important to think before you act when you face a struggle?

Aral-Reading KS2 Plus Session 10

Lesson 28

A. Objectives	At the end of this session, the learners are expected to: • review the elements of a short story (i.e., characters, setting, events)
B. Motivation	Ask learners, “What’s your favorite story, movie, TV show, or book?” Then, write on the board a simple table: <table><tr><th>Characters</th><th>Setting</th><th>Events</th></tr><tr><td></td><td></td><td></td></tr></table> Ask learners to write on the board the characters, setting, and events of their favorite narratives.
C. Lesson Proper	Say, “Before we start, I want you to know the feeling of the character in the story. The story is about Sam. Don't just listen to the words. Look for 'clues' in what Sam does with his hands and what he does with his feet. Every time I stop, I want

	you to tell me what is happening inside Sam's heart—is it heavy and sad, or light and hopeful?" **The Secret Garden of Sam** Sam lived in a small house where the soil was very dry and dusty. Every morning, he carried a heavy pail of water to a tiny patch of dirt behind his home. His neighbors laughed because they thought nothing could ever grow in such a thirsty place. Even though his arms ached, Sam wiped the sweat from his forehead and kept pouring. He believed that with enough love and water, a miracle might happen. Weeks passed with no green leaves, but Sam refused to give up on his little patch. One sunny Monday, a tiny green sprout finally poked its head through the brown earth. Sam's eyes widened with joy, and he let out a loud, happy cheer. He realized that his hard work and patience had finally paid off beautifully. Now, his neighbors stop by to admire the bright sunflowers that stand tall in the dust.
D. Practice	Go back to the table: **Characters** | **Setting** | **Events** | | | | Ask learners to fill it up based on "The Secret Garden of Sam."
E. Closing Activity	To test their understanding, ask three "What If" questions: "If we took away the Characters, would there be a story?" (No, because no one would be there to have a problem!) "If we changed the Setting to a snowy mountain, what would be different?" (No, the setting changes how the characters act!) "If there were no Events, would anything happen?" (No, the characters would just be standing there!)

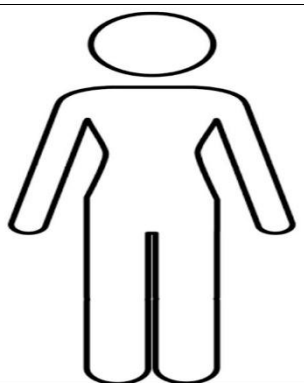
Lesson 29

A. Objectives	At the end of this session, the learners are expected to: • identify character traits based on actions in the story.
B. Motivation	Reread the story "The Secret Garden of Sam" with the learners. After the first paragraph, say, "Let's stop. The neighbors are laughing at him, and his arms really hurt from the heavy pails. How do you think Sam feels right now? Is he feeling like giving up, or is he feeling something else?" • The expected answer: He feels tired, but he still wants to try. He feels hopeful.

	After the class finishes, tell the learners to fold a small piece of paper in half like a card. • On the Front: Draw Sam's face when he sees the sprout (Wide eyes and a big smile). • On the Inside: The tutor writes (or helps the learner write) two words: PATIENT and HAPPY. • On the Back: The learner draws one thing they felt happy about after waiting a long time (e.g., waiting for a birthday or learning to ride a bike).
C. Lesson Proper	Say, "How do we know if a person is kind, brave, or tricky? In a story, the author doesn't always tell us directly. Instead, we have to look at their actions." A character trait is a word that describes a person's personality over a long period. It is not a feeling (like "sad"); it is who they are (like "helpful"). To find a trait, we follow this simple path: 1. **Look** at what the character does (**Action**). 2. **Think** about why they did it (**Motive**). 3. **Choose** a word that describes that behavior (**Trait**). It is important not to confuse a temporary feeling with a permanent trait.

Feeling (Temporary)	Trait (Permanent)
Scared: The Deer felt scared when he saw the crocodiles.	Brave: The Deer was brave because he stood by the river anyway.
Happy: The Crow was happy when he finally drank.	Patient: The Crow was patient because he dropped the pebbles one by one.

D. Practice	Refer to the activity sheet. Say, "We are going to bring Sam out of the story and put him on this paper. I've drawn a simple outline of a person here. Let's help Sam come to life by filling him with what we know about him. Write what the character **does** (hands), **thinks** (head), and **feels** (heart)."

<table>
<tr><td></td><td> 

Say, “Now that you’ve brought Sam to life on your paper, it’s time to show him off! Turn to your partner and show them your 'Story Person.' Tell your partner one thing Sam did with his hands and one thing he felt in his heart. See if your Sam and their Sam are feeling the same way.”</td></tr>
<tr><td>E. Closing Activity</td><td>Direction: Identify character traits and feelings based on Leo's actions.

Leo’s New Start

Leo stood alone at the edge of the playground and squeezed his bag straps tightly. He watched the other kids playing on the swings, but he was too scared to ask if he could join. When he heard a group laugh, he looked down at his shoes and felt very sad. Even though he was nervous, he took a slow step forward to try and meet them. He reached into his pocket and pulled out his favorite marble to show he was friendly. With a big, deep breath, he gave a tiny smile and said a quiet "hello" to the boy next to him.

<table>
<tr><th>What Leo DID</th><th>How Leo FEELS</th><th>His Character TRAIT</th></tr>
<tr><td>He squeezed his bag straps and stood alone.</td><td>He felt _____ (nervous, cool)</td><td>He is shy.</td></tr>
<tr><td>He looked down at his shoes when others laughed.</td><td>He felt _____. (ashamed, proud)</td><td>He is sensitive.</td></tr>
<tr><td>He took a step forward even though he was scared.</td><td>He felt determined.</td><td>He is _____. (brave, timid)</td></tr>
<tr><td>He pulled out his favorite marble to show the boy.</td><td>He felt hopeful.</td><td>He is _____. (friendly, lonely)</td></tr>
</table>
</td></tr>
</table>

Lesson 30

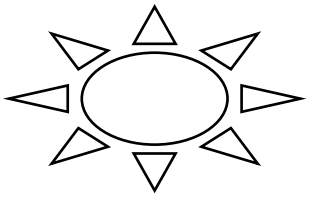
<table>
<tr><td>A. Objectives</td><td>At the end of this session, the learners are expected to:
share a personal experience similar to the character's situation.</td></tr>
<tr><td>B. Motivation</td><td>The tutor will act out a trait (e.g., tired, brave, or helpful) without speaking. The learner will guess the trait and give an example of when they felt that way.

Say: "I am going to act like a character in a story. Don't look at my clothes: Look at my face and my body. Can you guess what kind of person I am?"

The tutor performs these three specific actions. After each guess, ask the learner if they experience it.

Guide for the tutor:
<table>
<tr><th>Tutor</th><th>Answer</th><th>Prompt for learners to share their experience</th></tr>
<tr><td>The tutor pretends to carry a very heavy box, wipes sweat from their forehead, but keeps walking with a focused look.</td><td>Determined / Hardworking</td><td>Tell me about a time you had a hard chore at home, but you finished it anyway.</td></tr>
<tr><td>The tutor walks slowly, looking at the ground as if humming a tune. Suddenly, the tutor stops, eyes wide. They bend down and "pick up" an invisible 100-peso bill.</td><td>Honest / Trustworthy</td><td>Have you ever found something that wasn't yours? What did you do with it?"</td></tr>
</table></td></tr>
<tr><td>C. Lesson Proper</td><td>To share a personal experience, we have to build a bridge between the Story World and Your World.

1. What is a "Text-to-Self" Connection?
It is when something in a story reminds you of something that happened in your own life.
It could be a Feeling (Have you ever been as thirsty as the Crow?).
It could be a Problem (Have you ever needed to get somewhere but a "bully" or an obstacle was in your way?).
It could be an Action (Have you ever had to think of a clever trick to solve a problem?).</td></tr>
</table>

	2. The "Reminds Me Of..." Strategy When you read, look for moments that make you say, *"Hey! That happened to me too!"* **Example from "The Thirsty Crow":** • **The Story:** The Crow was tired and thirsty but didn't give up. • **My World:** *"This reminds me of when I was hiking with my family. I ran out of water and my legs were tired, but I kept walking until we reached the top."* **Example from "The Clever Deer":** • **The Story:** The Deer used his brain to get past the crocodiles. • **My World:** *"This reminds me of when I couldn't reach a toy on a high shelf. I didn't cry; I used a stool to reach it, just like the Deer used the crocodiles."*
D. Practice	The learner draws a sun on the board. At the **Center of the Sun**, write the word HARD WORK. **On the Rays**: Ask the learner to write or draw one thing they do that is "Hard Work" (e.g., Cleaning, Math, Basketball). **At the Bridge**: The learner says: "I am like Sam because I am hardworking when I _____."  "I am like Sam because I am hardworking when I _____."
E. Closing Activity	Ask learners to remember the story about the Clever Deer or the Crow. Share one sentence about a similar experience.

Aral-Reading KS2 Plus Session 11

Lesson 31

A. Objectives	At the end of this session, the learners are expected to: • read short stories accurately. • review the elements of a short story (i.e., characters, setting, events).
B. Motivation	Show a few quick pictures of "oops" moments (an untied shoelace, an open backpack, an unzipped coat). • **Ask:** "What happens if we forget to tie our shoes? What happens if we forget to zip our bags?" • **The Goal:** To introduce the concept of a "small mistake" leading to a "big problem."

<table>
<tr><td>C. Lesson Proper</td><td>Read the story with expression, pointing to illustrations of a leaking faucet and a wet floor, if possible.

Lito’s Little Mistake

Lito was in a big hurry to play outside with his friends. He washed his hands quickly but forgot to turn off the water faucet. The water kept running and running while Lito was busy playing tag. Soon, the small sink was full, and the water began to spill over the sides.

When Lito finally came home, he opened the door and gasped in surprise. The kitchen floor was covered in a giant, cold puddle of water. His blue slippers were floating like little boats near the table.

Lito realized that his small mistake had caused a very big mess. He quickly grabbed a heavy mop and started to soak up the flood. He promised himself to always double-check the faucet from now on.</td></tr>
<tr><td>D. Practice</td><td>Group learners into three. Ask the learners to roleplay the short story: Group 1 will be assigned to the first paragraph, Group 2 the second, and Group 3 the third.</td></tr>
<tr><td>E. Closing Activity</td><td>Ask the learners to fill up this table based on “Lito’s Little Mistake.”

<table><tr><th>Characters</th><th>Setting</th><th>Events</th></tr><tr><td></td><td></td><td></td></tr></table></td></tr>
</table>

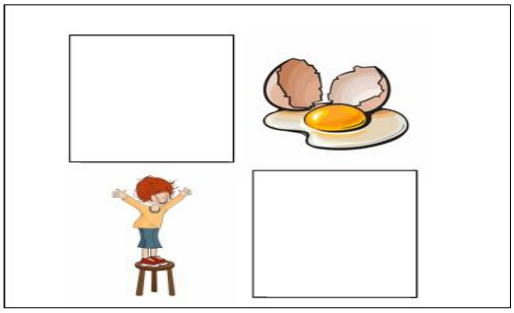
Lesson 32

<table>
<tr><td>A. Objectives</td><td>At the end of this session, the learners are expected to:
• identify cause and effect in sentences.</td></tr>
<tr><td>B. Motivation</td><td>Activity Sheets: Draw the Missing Piece

Say: Look at our puzzle gallery. Each story has a Beginning (The Why) and an End (What Happened)."

Picture 1: Cracked Egg
Ask: What do you think 'made' the egg break? Can you draw that in the empty box? (Learner draws a hand letting an egg fall).

Picture 2: Child on Stool
Say: The child is climbing up high to reach something. Draw the happy ending in this box. (The learner draws the child reaching a book or a jar of cookies).</td></tr>
</table>

	Activity Sheet:  **Say:** Now that your pictures are finished, let us say: • I dropped the egg so it broke. • This child is on a stool so that he can reach the book.
C. Lesson Proper	To help learners grasp the concept of Cause and Effect, it is best to frame it as a "Why" and "What Happened" relationship. Start with simple, kid-friendly definitions. Use a physical gesture for each to help them remember: • **The Cause (The "Why"):** This is why something happened. • **The Effect (The "What Happened"):** This is the result or what happened next. Teach the learners that certain words act like "bridges" between the two parts of a sentence.
D. Practice	**Activity: The "Why & What" Spinner:** Use a simple paper plate spinner divided into "Cause" and "Effect." The tutor provides a scenario (e.g., "The girl studied hard"). Direction: If the spinner lands on Cause or Effect, the learner completes the thought. **Cause** 1. You stayed up very late playing video games… 2. You forgot to water the plant… 3. You practiced your drawing every single day… **Effect** 1. You feel very hungry at school… 2. You came to school late… 3. Your socks and shoes got all wet and dirty.
E. Closing Activity	Play a game of connection. For Round 1, the teacher says an effect, and the learner adds the cause. Here are some examples:

	• The baby is crying because? He is hungry. • The starfruits are gone because? The animals ate them. For Round 2, the teacher says a cause, and the learner adds the effect. Here are some examples: • It rained very hard, so? My shoes got wet. • You were hungry, so? You ate a snack. For this exercise, there are no right or wrong answers. Let the learners' imagination run free.

Lesson 33

A. Objectives	At the end of this session, the learners are expected to: • identify cause and effect in short stories.
B. Motivation	Ask the learners: Can you remember a time when you felt happy, tired, or sad? What happened that made you feel that way? Show the emotion cards one by one: happy, sad, angry, surprised, tired. Ask the learners to point to the card that shows your feeling. Say, "Tell me what happened just before you felt that way!" Use the format: *"I felt* _____ *because* _____*."* **Example:** • I felt happy because my mother bought me a new dress. • I felt sad because I lost my wallet last week. **Ask:** Why do we need to understand how we feel? • If I understand my feelings, I can pause and think before I act.
C. Lesson Proper	Explain that stories are like a row of falling dominoes. One event (the Cause) pushes the next event (the Effect) into motion. • Ask the students, "If the first domino doesn't fall, will the last one move?" This helps them realize that in a story, things happen for a reason. Visualizing the story helps learners see the connection between events. Draw a simple "Map" on the board where one box leads to another. Reread "Lito's Little Mistake." When reading the story together, stop at key moments and ask the "Magic Questions": • For example, "Why are Lito's slippers floating?" Because the kitchen is flooded. Play a game of "What If?" to test their understanding of cause and effect.

<table>
<tr><td></td><td>

If Lito wasn't in a hurry, what would happen?
If Lito's parents came home before him, what would happen?

</td></tr>
<tr><td>D. Practice</td><td>
Recall the story "Lito's Little Mistake."

Let the learners answer each question orally.

What was the first thing that Lito found out when he got home?
(Lito found the kitchen floor covered in a giant, cold puddle of water with his blue slippers floating like little boats.)
What was Lito's reaction?
(He gasped in surprise.)
What was the immediate action that Lito took?
(He quickly grabbed a heavy mop and started to soak up the flood.)
What did Lito realize from his mistake?
(He realized that his small mistake-forgetting to turn off the faucet had caused a very big mess.)
Why did he need to double-check the faucet before leaving the house?
(He needed to double-check the faucet before leaving the house so that he won't experience the same mistake.)

Ask the learners, "Why is it important to understand the connection between cause and effect?"
</td></tr>
<tr><td>E. Closing Activity</td><td>
Direction: Look at the story pieces in the boxes. Find the Why (cause) and the What Happened (effect). Pick them and place them onto your graphic organizer.

<table>
<tr><th>Column A</th><th>Column B</th></tr>
<tr><td>Lito was in a hurry to play tag.</td><td>He forgot to turn off the water faucet.</td></tr>
<tr><td>The water kept running in the sink.</td><td>Lito's blue slippers started floating like boats.</td></tr>
<tr><td>The water spilled over the sink.</td><td>The kitchen floor was covered in a giant puddle.</td></tr>
<tr><td>The floor was flooded with water.</td><td>The sink got full and spilled over the sides.</td></tr>
<tr><td>Lito saw the big mess he made.</td><td>He forgot to turn off the water faucet.</td></tr>
</table>
</td></tr>
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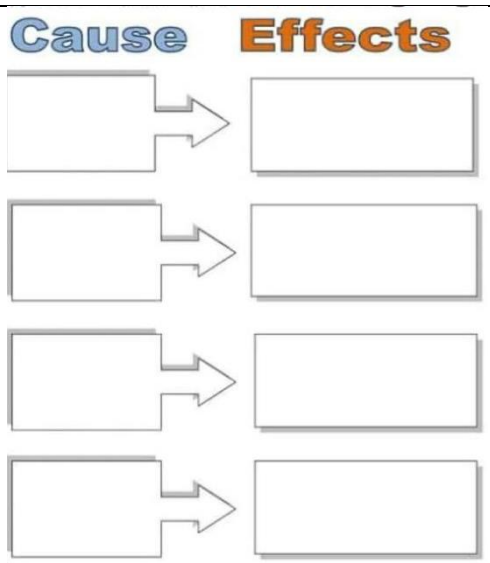
	

Aral-Reading KS2 Plus Session 12

Lesson 34

A. Objectives	At the end of this session, the learners are expected to: • read informational text.
B. Motivation	1. Show a picture or short video of shaking buildings or cracked ground after an earthquake. 2. Ask the learners: o "What do you think is happening in this picture?" o "Have you ever felt the ground shake before?" o "How did you feel when it happened?" 3. Ask follow-up questions: o "What do you think causes the ground to shake?" o "Do you know what we call this event?" 4. Let learners briefly share their ideas. 5. Say, "*Today we will read an informational text about earthquakes. As we read, we will look for important details so we can understand what earthquakes are and how people stay safe.*"
C. Lesson Proper	Explain that an informational text is a type of book or writing that tells us about the real world. It gives us facts to help us learn something new. Say, "*Now we will read a short informational text about earthquakes. While I read, listen carefully and think about the important details you hear.*" **The Earth's Tremors** An earthquake is a sudden shaking of the ground. It happens when rocks beneath the Earth's surface move or break. This

	movement releases energy in waves that make the ground shake. Earthquakes can happen almost anywhere, but they are most common along fault lines, which are cracks where pieces of the Earth's crust slowly move against each other. Most earthquakes happen where tectonic plates meet. Scientists use special instruments called seismographs to measure earthquakes and find out how strong they are. Some earthquakes are small and hardly felt, but others can be strong and cause damage to buildings, roads, and bridges. That is why people learn safety practices like Drop, Cover, and Hold On. Getting under a table or sturdy object until the shaking stops. Earthquakes happen often around the world, and learning about them helps people stay safe and prepared.
D. Practice	Turn on the reading lantern (flashlight). Say, "This lantern will help us focus on important details. When the lantern points to you, you will read the next sentence." 1. Pass the lantern from one learner to another. 2. The learner holding the lantern reads one sentence aloud. 3. Continue until the whole text is read.
E. Closing Activity	Ask learners what they picked up or learned from the informational text.

Lesson 35

A. Objectives	At the end of this session, the learners are expected to: • note significant details from informational text.
B. Motivation	Say, "*Let us see what you already know about earthquakes and safety during disasters. Think carefully about each statement.*" Read each statement. Write **TRUE** if the statement is correct and **FALSE** if it is not. 1. _____ An earthquake is the shaking of the ground. 2. _____ Earthquakes only happen in one country. 3. _____ People should run outside immediately during an earthquake to be safe. 4. _____ Tables or desks made from glass can help protect us during an earthquake. 5. _____ Learning about earthquakes can help people stay safe. Ask: • "Which statements do you think are correct?"

	• "Why is it important to know what to do during an earthquake?" Say, "*Very good! Your answers show that you already have some ideas about earthquakes from the text. As we read the text again, try to look for important details that will help you understand earthquakes better.*"
C. Lesson Proper	Explain that when we read informational text, we are like detectives looking for the **5 Ws**. These are the "significant details." **The Detail** / **What to look for...** Who / Who is the person or animal the text is about? What / What is happening? What is the main thing to know? Where / Where is this taking place? When / When did it happen? Why / Why is this important? Note that the presence of these details depend on the text.
D. Practice	Make a **class 5W chart on the board.** • Ask learners: o "Who is involved in earthquakes?" o "What is an earthquake? What happens during an earthquake?" o "Where do earthquakes usually occur?" o "Why do they happen?" o "When can they happen?" Allow learners to answer and identify the important details from the text. Say, "*Very good! You were able to find the important details in the text. These details will help us understand the main idea of what we read.*"
E. Closing Activity	Ask the learners more supplementary questions: • What instruments do scientists use to measure earthquakes? • What should people do during an earthquake?

Lesson 36

A. Objectives	At the end of this session, the learners are expected to: • summarize text.
B. Motivation	Show flashcards of important words from the text. Explain briefly using simple language. Words: • Earthquake – a sudden shaking of the ground

	• Fault line – a crack in the Earth's surface where movement happens • Tectonic plates – large pieces of Earth's crust that move slowly • Seismograph – a tool scientists use to measure earthquakes Then, ask learners to complete the sentences using the correct word. 1. A sudden shaking of the ground is called an _____. 2. Scientists use a _____ to measure earthquakes. 3. Earthquakes often happen along _____. 4. The Earth's crust is made up of moving _____. **Play the Integrated Word Hunt** 1. Tape vocabulary cards and 5W question cards around the classroom. 2. Give a learner the flashlight (reading lantern). 3. Call out either a word or a 5W question. Examples: • Vocabulary: "Find the word that means a sudden shaking of the ground." • 5W Question: "Find the card that asks Where do most earthquakes happen?" 4. The learner finds the card, reads it aloud, and gives the answer in their own words. 5. Pass the flashlight to another learner. Repeat until all words and 5W cards are read.
C. Lesson Proper	Say, "*Now, we will use important details from the text to create a summary. A* ***summary*** *tells the main ideas of a text in a short and clear way.*" Discuss: A good summary includes only the most important parts of the text. One way to help us summarize is by answering the questions: **Who, What, When, Where, Why, and How.** We combine these important details into just a few sentences. Say, "*Another strategy we can use is the* ***Somebody–Wanted–But–So–Then*** *framework.*" Explain each part: • **Somebody** – Who is the text about? • **Wanted** – What did they want or what is the main idea? • **But** – What problem or situation happened? • **So** – What action or event happened next? • **Then** – How did the situation end? Say, "*Using these guides will help us write a clear and short summary of the text.*"

D. Practice	Complete the 5W summary chart about the text below. **Preparing for Emergencies** Emergencies such as storms, floods, and earthquakes can happen unexpectedly. Because of this, families and communities should be prepared. One way to prepare is by making an emergency kit. This kit may include food, water, a flashlight, a battery-powered radio, medicines, and important documents. Families also plan safe places where they can go during emergencies. Schools often teach students about safety through drills and discussions. Teachers explain what students should do and where they should go to stay safe. Being prepared for emergencies helps people stay calm and safe when disasters happen. **5W Summary Chart** **Who** | **What** | **When** | **Where** | **Why** | | | | |
E. Closing Activity	Write a short summary about the text "Preparing for Emergencies." Fill in the blanks using important details from the text. **My Summary** _____ prepare for _____. This happens when _____. It is done in _____. They do this to _____.

Aral-Reading KS2 Plus Session 13

Lesson 37

A. Objectives	At the end of this session, the learners are expected to: • identify high-frequency words accurately. • read text aloud with minimal guidance.
B. Motivation	Say, "*Good morning, class! Today, we are going to learn about something very important… being healthy! Can anyone tell me one thing you do every day to stay healthy?*"

	Wait for students' answers. Encourage a few responses. Then say, "Those are great! Did you know that being healthy is not just about eating vegetables or running? It also means taking care of our mind, body, and even our habits!" **Activity: Healthy or Not** The Teacher says: *I will say an action and show a picture; you tell me if it is healthy or not by giving me a* *or* *action. Ready?* 1. Teacher says: "Eating rice, fish and fruits?" → Learners 2. Teacher says: "Watching TV all day?" → Learners 3. Teacher says: "Brushing your teeth?" → Learners 4. Teacher says: "Skipping breakfast because you are on a diet. → Learners 5. Teacher says: eating candy? → Learners Say, "*Wow! You all know a lot about healthy habits already. That will help us get ready to read our text!*"
C. Lesson Proper	Say, "*Okay class, I am going to read the text aloud first. Listen carefully as I read. After I finish, I want each of you to read the text aloud together with me.*" **Healthy Habits for a Strong Body and Mind** Being healthy means being well and feeling good in both our body and mind. To stay fit, we need to eat nutritious food, exercise regularly, and get enough rest. Fruits and vegetables are good for our body because they give us vitamins and energy. Eating too much candy, chips, or soda is unhealthy and may make us sick. Drinking water is also important because it keeps our body and brain active and alert instead of tired. Exercise helps our body become strong and prevents it from becoming weak. Running, jumping, swimming, playing basketball, or riding a bike are fun and enjoyable activities that keep us moving. Sitting for too long or being lazy can be unhealthy, while staying active helps us grow stronger. Sleeping early at night and waking up in the morning is a good habit, while staying up too late can be bad for our health. Brushing our teeth, washing our hands, and wearing clean

	clothes help us stay clean and neat, protecting us from getting sick. Being healthy means making wise choices every day instead of poor ones. When we eat, play, and rest in healthy ways, we feel happy and joyful, full of energy, and ready to learn. **After reading,** tell learners, "*Fantastic reading, everyone!*"
D. Practice	Ask the learners questions about the text: **Activity: Let's Get Curious** 1. What are the things we need to do to stay fit and healthy? (Example answer: eat nutritious food, exercise, and get enough rest) 2. Why are fruits and vegetables good for our health? (Example answer: because they give us vitamins and energy) 3. Name two activities mentioned in the text that help us stay strong. (Example answer: running and swimming) 4. What are some habits that keep us clean and healthy? (Example answer: brushing teeth, washing hands, and wearing clean clothes) 5. How do healthy habits make us feel? (Example answer: happy, joyful, full of energy, and ready to learn)
E. Closing Activity	Ask learners to summarize the text.

Lesson 38

A. Objectives	At the end of this session, the learners are expected to: • identify the synonyms and antonyms of words. • use context clues to derive meaning.
B. Motivation	Ask the learners to read the text once again with their partners.
C. Lesson Proper	Tell learners, "While you are reading, I want you to pay close attention to some things. Look for words that mean the same as other words. These are called **synonyms**. Also, watch for words that mean the opposite of other words. These are called **antonyms**." In discussing context clues, explain that when we see a hard word, we don't have to stop reading. We look for **clues** in the rest of the sentence. Discuss: **The "S.A.I.D." Method for Grade 2:**

	1. **S**ynonym Clue: The sentence uses a word that means the same thing nearby. 2. **A**ntonym Clue: The sentence uses a word that means the opposite (often after "but"). 3. **I**llustration Clue: The picture shows what the word means. 4. **D**efinition Clue: The sentence tells you exactly what it is. Read these sentences aloud and help the learners find the clues. • **Sentence 1:** "The giant was **immense**, so he could step over mountains easily." o *Clue:* He could step over mountains. o *Meaning:* Huge. o *Synonym:* Big. • **Sentence 2:** "Lito was **sorrowful**, but his friends were **happy** and playing tag." o *Clue:* The word "but" and the word "happy." o *Meaning:* Sad. o *Antonym:* Happy.
D. Practice	**Activity: Match Synonyms and Antonyms** **Part A – Synonyms** **Instructions:** Draw a line to match each word with another word that **means the same.** **Word** — **Match** 1. fun — a. exciting 2. active — b. energetic 3. healthy — c. strong **Part B – Antonyms** **Instructions:** Draw a line to match each word with another word that means the **opposite.** **Word** — **Match** 1. healthy — a. unhealthy 2. lazy — b. energetic 3. strong — c. weak
E. Closing Activity	**Activity: Encircle the Synonym and Antonym** **Directions:** Encircle the word or phrases in the sentence that means the same as the underlined word. 1. Being <u>healthy</u> helps us feel well. 2. Eating good food gives us <u>nutritious</u> energy that helps us grow. 3. Drinking water keeps our body <u>active</u> and alert. 4. Running, swimming, and playing basketball are <u>fun</u> activities to stay fit, healthy, and happy. 5. Sleeping early at night is a good habit that helps us make <u>wise choices</u>.

	Directions: Encircle the word in the sentence that means **the opposite** as the underlined word. 1. Eating too much candy is <u>unhealthy</u>, but fruits and vegetables are healthy. 2. Running and swimming make us <u>strong</u>, while sitting too long makes us weak. 3. Sleeping early at night is good, but staying up late is <u>bad</u>. 4. Staying <u>active</u> helps us grow, while being lazy can be harmful. 5. Being healthy means making wise choices every day instead of <u>poor ones</u>.

Lesson 39

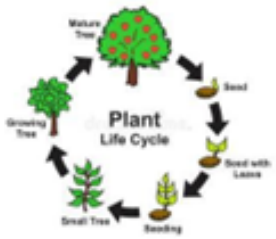
A. Objectives	At the end of this session, the learners are expected to: • use vocabulary in a new context.
B. Motivation	Let the learners answer the following questions in their worksheet: Underline the synonym or antonym of the highlighted word in the sentence. 1. Helping a friend with a problem is **beneficial**, but teasing them can be harmful. (antonym) 2. Spending time with a kind friend can make you feel **happy**, because their company brings you joy and laughter. (synonym) 3. Playing games together can be fun, but refusing to share can be **boring**. (antonym) 4. Encouraging your friend when they are nervous is **comforting**, while criticizing them can be upsetting. (antonym) 5. Spending time outdoors with friends makes us feel **energetic** because playing keeps our bodies and minds active. (synonym)
C. Lesson Proper	Explain to the learners that words are like "tools" in a toolbox—you can use the same hammer to build a house *or* fix a chair. **Example: "Prevent"** • **In the Text:** Exercise **prevents** our body from becoming weak. • **New Context (School):** Putting our pencils in a case **prevents** them from breaking. • **New Context (Safety):** Holding an adult's hand **prevents** us from getting lost in the mall.

	To practice the word **Wise**, present scenarios that have nothing to do with food or exercise (the story's context) and ask them to apply the word. • **Scenario A:** It is starting to rain. Is it **wise** to leave your notebook outside or bring it in? • **Scenario B:** You found a coin on the floor. Is it **wise** to give it to the teacher or hide it in your pocket? Use the words **Active** and **Lazy** in a classroom or home context. • **Task:** Ask the students, "What does an **active** student do during a lesson?" (They raise their hands, they listen). "What does a **lazy** student do?" (They put their head on the desk). • **New Context:** Talk about an **active** dog (running after a ball) versus a **lazy** cat (sleeping in the sun).
D. Practice	Say, "*Now that we understand the meaning of the text and know many synonyms and antonyms, let's practice using these words in another activity.*" **Activity: Let`s Grow our Vocabulary** **Directions**: Below are five sentences with a blank in each. Your task is to choose the most appropriate word from the list to complete each sentence. **wise fun good active strong** 1. "The ancient tree seemed _____, standing tall through centuries of storms." *(Here, wise is metaphorical, describing the tree as experienced or enduring.)* 2. "The bridge is _____ enough to hold dozens of heavy trucks at once." *(Here, strong is literal, about physical durability.)* 3. "The fireworks show was _____ to watch, lighting up the night sky with colors." *(Here, fun is enjoyment in observing an event.)* 4. 4. "The volcano is still _____, with smoke rising from its crater." *(Here, active describes ongoing geological activity.)* 5. "The novel received _____reviews from critics for its imaginative storyline." *(Here, good refers to quality, not behavior.)* Say, "*Great job! You practiced using new words. Now, let's finish with a final activity to show what you learned.*"
E. Closing Activity	**Exit Traffic Light Reflection:** ☐ **Green** – I understand the lesson well.

	☐ **Yellow** – I understand some, but I need more practice. ☐ **Red** – I'm still confused. **Something I can do to improve:**_____ Say, "*You all did a fantastic job today! Remember, being healthy is about eating good food, moving your body, and drinking water. Keep practicing these words and habits every day. I am very proud of you all! See you next time!*"

Aral-Reading KS2 Plus Session 14

Lesson 40

A. Objectives	At the end of this session, the learners are expected to: • read procedural text aloud with minimal guidance. • note significant details.
B. Motivation	Say, *"Good day learners! Today we will learn new things. Look at the picture of the cycle of a plant. What is the first cycle of a plant based on the picture? What happens next to the tree after seedling?"*  Then ask, "*Now, have you experienced planting a tree? What did you first? Why do you think planting a tree is important?*"
C. Lesson Proper	Tell learners, "Today, we will read about how to plant trees and why it is important. Pay attention to the highlighted words, called cue words, which show the procedural steps. I am going to read the text aloud first. Listen carefully as I read. After I finish, I want each of you to read the text aloud together with me." **How to Plant Trees and Why It Is Important** Planting trees is one of the simplest ways people can help the environment. Trees provide oxygen, absorb carbon dioxide, and offer homes for animals such as birds, insects, and small mammals. There are many types of trees, including fruit trees, shade trees, and evergreens, each with different benefits. To plant a tree successfully, you must choose a suitable location with enough sunlight and space for roots to grow. **First**, dig a hole twice as wide as the tree's root ball. **Next**, carefully place the tree in the hole. **Then**, cover the

	roots with soil. **After that**, water the tree thoroughly. **Finally**, add mulch around the base to help retain moisture. As the tree grows over time, it can reduce soil erosion, cool the surrounding area, and provide more benefits to the environment. Scientists, called arborists, study trees to understand how to protect forests and urban green spaces. By planting trees, people can improve air quality, support wildlife, and make their communities healthier.
D. Practice	Ask the learners to read the text with their partner.
E. Closing Activity	Ask the learners to summarize the text.

Lesson 41

A. Objectives	At the end of this session, the learners are expected to: • Understand what procedural texts are. • Draw conclusions from procedural text.
B. Assessment Proper	Ask the learners: "Talking about steps, we also follow steps in brushing our teeth, right? Try to remember how you did it one by one. Think about it from the very beginning. What's the first thing you usually do?" **Activity: Rumble Sequence – How to Brush Your Teeth** Directions: Prepare word strips of the steps (mixed up). Arrange them in the correct order. Each sentence already includes order words to guide you. **Then,** brush your teeth gently in circular motions. **Next,** put toothpaste on your toothbrush. **Finally,** rinse your mouth and toothbrush with water. **First,** wet your toothbrush with clean water. **After that,** spit out the toothpaste after brushing.
C. Lesson Proper	**Procedural texts** use special words to show you the order of things. These words are like clues! They help us understand what to do and when to do it. **Order Words or Cue Words:** First, next, then, after that, finally. (Use numbered steps 1, 2, 3 etc. to visually emphasize order)
D. Practice	Ask the following questions: **Activity: Let's Get Curious!** Directions: Read the text in Lesson 40 carefully. Write your answers on the blanks provided. 1. What do trees provide that helps people breathe? 2. Name one type of tree mentioned in the text. 3. What should you do first when planting a tree? 4. What is added around the base of the tree to help retain moisture? 5. What do arborists study? 6. Complete this: "If people stopped planting trees, ____."

E. Closing Activity	Read the text carefully. **How to Wash Your Hands Properly** Washing your hands keeps germs away and helps you stay healthy. First, wet your hands with clean water. Then, apply soap and rub your hands together for at least 20 seconds. Make sure to clean the front and back of your hands, between your fingers, and under your nails. Rinse your hands with water and dry them with a clean towel. **Supply the needed answer based on the text.** 1. What should you do first before applying soap? 2. How long should you rub your hands with soap? 3. Which parts of your hands should you clean? **Write the steps in washing your hands properly using the word clues (wet – apply – rub – rinse – dry.)** 1. First. _____ 2. Next, _____ 3. Then, _____ 4. After that, _____ 5. Finally, _____ **What might happen if a person does not wash their hands properly?** _____

Lesson 42

A. Objectives	At the end of this session, the learners are expected to: • use content-specific words. • use context clues to derive meaning of words.
B. Motivation	Ask students to act out the motions for washing hands. Then, ask them to narrate their actions.
C. Lesson Proper	Discuss that content-specific words are "Expert Words." They are the vocabulary used by people who study or work with trees. **Identify the "Expert Words"** Ask the learners to find words that they wouldn't usually use when talking about toys or food, but *would* use when talking about nature.
D. Practice	**Activity: Find and Define** Directions: 1. Read the text again. 2. Search for the words listed below in the paragraph. 3. When you find a word, underline it and on your activity sheet, write what you think it means in your own words. Ask the learners to find the following content specific words: **Root ball, Mulch, Arborists, Soil erosion, Evergreens.**

	Then, use context clues to find the meaning of the words. **Word** / **What I think it means** Root ball Mulch Arborists Soil erosion Evergreens **Learners' possible answers:** 1. **Root ball** – The mass of roots and soil at the base of a tree 2. **Mulch** – Material like leaves or bark placed around a tree to keep the soil moist 3. **Arborists** – Scientists or experts who study and take care of trees 4. **Soil erosion** – When soil is washed or blown away, often by water or wind 5. **Evergreens** – Trees that stay green and keep their leaves all year round
E. Closing Activity	Ask the learners to use the content-specific words in sentences.

Aral-Reading KS2 Plus Session 15

Lesson 43

A. Objectives	At the end of this session, the learners are expected to: • read descriptive text aloud with minimal guidance. • note significant details.
B. Motivation	Say, "*Think about a place you visited, like a park or a playground. What did you see there? What did you hear? How did you feel?* *Now, think about a special gift you received from someone in your family. How did it look? How did it feel? Why was it special to you?* *Let's share your answers.* • *What words did you use to describe the place or the gift?* • *Did you use words like big, green, bright, soft, or beautiful?* • *Why are these details important when telling a story?"*
C. Lesson Proper	The tutor will read one sentence of the story aloud. Then, the pupil will read the next sentence aloud. This will continue until the end of the story. **A Day at Burnham Park**

	Last Sunday, my family visited Burnham Park in Baguio City. The park was wide and green, with tall pine trees and colorful flowers all around. The cool breeze made the place feel fresh and relaxing. Many people were enjoying the park. Some were riding bicycles, while others were boating on the calm lake. Children were laughing and playing near the playground. Vendors were selling snacks like corn, ice cream, and fish balls. We sat on the grass and ate our food while watching the people around us. The sound of laughter and the smell of fresh air made the day very enjoyable. Visiting the park made me feel happy and relaxed.
D. Practice	Check the learners' understanding of the text: **Activity: Reading Between the Lines** 1. Where did the family go? 2. What can you see in the park? 3. What activities were people doing? 4. What food was being sold? 5. How did the writer feel after the visit?
E. Closing Activity	Ask the learners how the story made them feel. What details stood out to them?

Lesson 44

A. Objectives	At the end of this session, the learners are expected to: • understand what descriptive texts are. • draw conclusions from descriptive text.
B. Motivation	Tell learners, "We are going to play a game. This will help us remember how to use descriptive words before we read our story." **Activity: Describe and Guess** Instructions: 1. Divide the class into pairs or small groups. 2. Each student thinks of an object, such as a favorite toy or something used at home. 3. Without saying the name of the object, describe it using sensory words about color, shape, size, texture, or function. • Example: "It is soft, round, and small. It makes a squeaky sound when pressed." 4. The other student(s) in the group try to guess the object based on the description. 5. Rotate roles so everyone has a chance to describe and guess. Play 2–3 rounds, giving students time to describe and guess. Encourage them to use at least 3 sensory words.

	Then, say, *"Excellent! See how using color, shape, size, and texture make your description easier to understand?"*
C. Lesson Proper	Explain to the learners that while some stories tell us *what happened*, descriptive texts tell us *what things look, sound, smell, and feel like*. **The "Mental Camera" Strategy** Tell the students: "When you read a descriptive text, your brain takes a photo of the words." • **The Goal:** To use "sensory words" (Five Senses). • Give them a plain word like **"Apple."** Then, "paint" it with description: *"The apple is shiny, bright red, crunchy, and sweet."* Explain that drawing a conclusion means using **what the text says** + **what you know** to figure out a "secret" that isn't written down. Use this simple formula on the board: **Clues from the Text + What I Know = My Conclusion**
D. Practice	Ask learners to read the paragraph below: **A Special Gift from Lola** Last Sunday, Grandma came to visit me. She smiled warmly and handed me a small, colorful box wrapped in shiny paper. I carefully untied the ribbon and opened it. Inside was a soft, fluffy teddy bear with a bright red bow. The teddy bear smelled sweet and had tiny, shiny eyes that seemed to sparkle. I hugged it tightly, feeling happy and excited. Grandma said, "This teddy bear will keep you company when I am not around." The teddy's soft fur and friendly face made it my favorite toy ever. I promised to take care of it and thanked Grandma again for the thoughtful gift. Then, answer the following questions. 1. What did Grandma give to the writer? a) A small, colorful box b) A teddy bear c) A box of chocolates d) A soft toy *Answer: b) A teddy bear* *(Trick: Some options are true in part – Grandma gave a box, and a teddy is a soft toy – students must pick the main gift inside.)* 2. What color was the teddy bear's bow? a) Bright red b) Dark red c) Blue

	d) Pink *Answer: a) Bright red* *(Trick: Two reds could confuse students. They have to remember the exact description "bright red.")* 3. Which words show how the teddy bear looks and feels? a) Soft, fluffy, tiny, shiny b) Happy, excited, thoughtful, friendly c) Box, ribbon, colorful, shiny d) Hugged, promised, thanked, smiled *Answer: a) Soft, fluffy, tiny, shiny* *(Trick: Other options have words from the story but they describe feelings or actions, not the teddy itself.)* 4. How did the writer describe the teddy bear's eyes? a) Tiny and shiny b) Shiny and bright c) Small and sparkling d) Big and shiny *Answer: a) Tiny and shiny* *(Trick: Other options sound similar but only "tiny and shiny" matches the exact text.)*
E. Closing Activity	Ask the learners to answer the question: *How do you think the writer felt when receiving the gift? Why do you think the teddy bear became the writer's favorite toy? Use details from the story to support your answer.*

Lesson 45

A. Objectives	At the end of this session, the learners are expected to: • use content-specific words. • use context clues to derive meaning of words.
B. Motivation	Engage the learners in a **Descriptive Word Hunt.** Directions: 1. Divide the class into small teams. 2. Give each team a copy of the text. 3. Call out one of the three questions (about size, movement, or feeling). 4. Teams have 1 minute to find and circle the descriptive words in the text that answer the question. 5. Each correct answer earns 1 point. 6. Rotate through all teams for each question.
C. Lesson Proper	In descriptive writing, authors often use challenging words and then pair it with simpler words. We call these "**Word Hints.**" **The "Be a Detective" Strategy:** Teach the students to look for **three types of clues** in a description: • **The "Is" Clue (Definition):** The sentence tells you exactly what the word means.

	○ *Example:* "The tree was **ancient**, which means it was very, very old." • **The "Like" Clue (Comparison):** The author compares the hard word to something easy. ○ *Example:* "The bird's feathers were **iridescent**, shining like a colorful rainbow in the sun." • **The "Example" Clue:** The text gives a list that explains the word. ○ *Example:* "The forest was full of **vegetation**, such as tall trees, thick bushes, and green grass."
D. Practice	Ask the learners to recall the text and the words they identified. Each team will then write a sentence using at least two of the descriptive words.
E. Closing Activity	Say, *"Okay, class! Now that we've read our stories and looked at all the descriptive words, it's time for a fun game called Descriptive Word Race!"* Instructions: 1. Divide the learners into small teams. 2. Each team will take turns coming to the board. Show them a descriptive word from the text. 3. The learners will have 30 seconds to make a complete sentence using that word correctly. For example, if the word is 'colorful', you might say: 'The park has colorful flowers and bright green grass.' 4. If the sentence is correct and makes sense, the team earns 1 point. 5. Keep rotating until all teams have used the words. After a few rounds, say, "*Fantastic work, everyone! You used words like wide, green, colorful, bright, soft, smooth and more. Look at how these words help your sentences come alive and help us imagine the story better.* *Remember, descriptive words don't just help us read. They help us create a clear picture in our minds when we read. They appeal to our senses. They are what we see, hear, smell, taste, and touch.*"