



TUTOR'S GUIDE

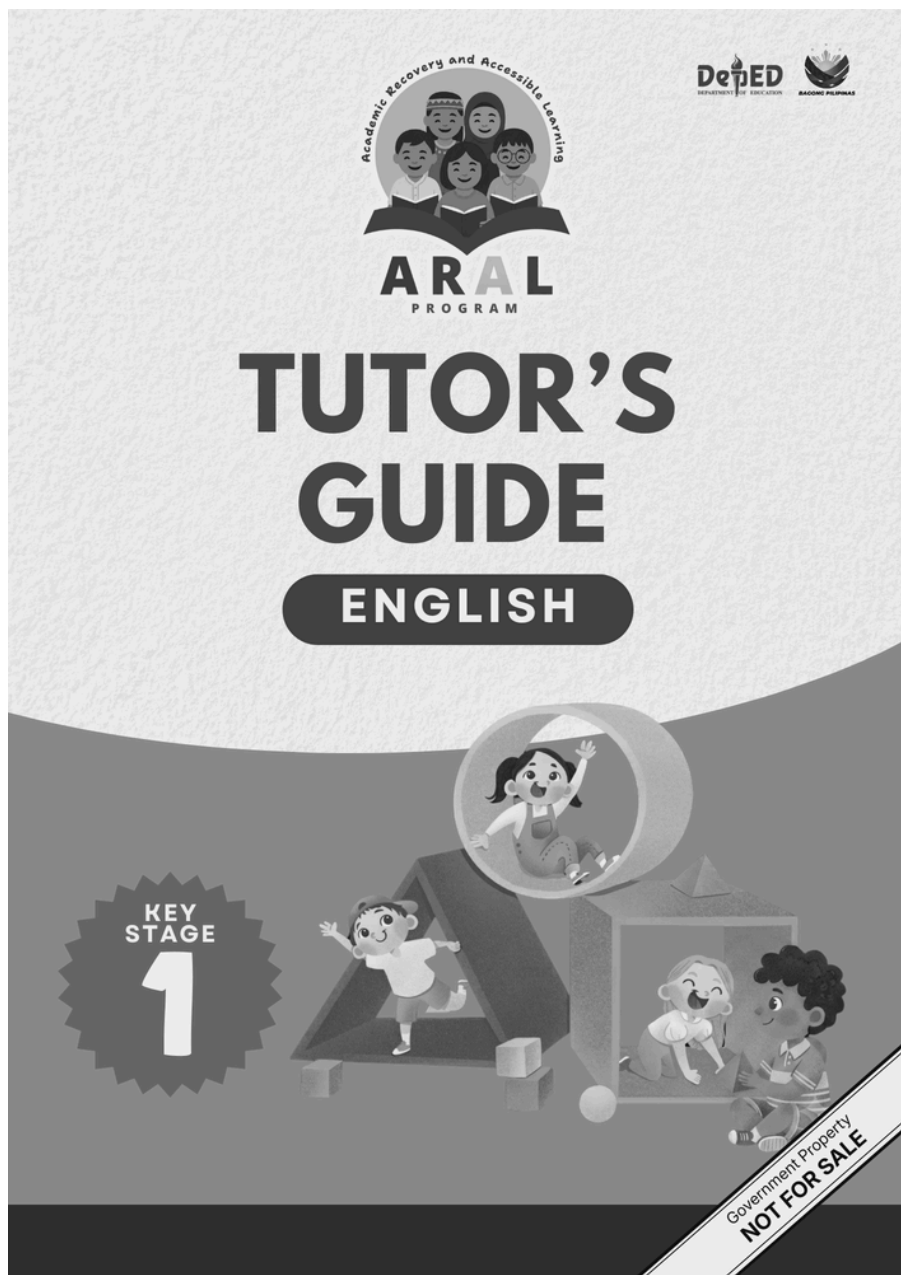
ENGLISH

KEY
STAGE

1



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ARAL-Reading Tutor's Guide

Key Stage 1

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Schedule of Tutorial Sessions

Week	Session	Target Lessons / Activities	Week	Session	Target Lessons / Activities
1	1-5	Pre-reading and SEL Activities	4	1	p, f
2	1	m, a, t		2	h, n
	2	m, a, t		3	p, f, h, n
	3	m, a, t		4	Review
	4	Review		5	Teacher and tutor conference
	5	Teacher and tutor conference	5	1	o, b
3	1	e, s		2	r
	2	i, l		3	o, b, r
	3	e, s, i, l		4	Review
	4	Check-in # 1		5	School-wide LAC with SDO Supervisors
	5	Teacher and tutor conference	6	1	Check-in #2
				2	u, d Intro to sight words

Week	Session	Target Lessons / Activities
6	3	g, c
	4	u,d,g,c
	5	Teacher and tutor conference
7	1	w, k
	2	j, x
	3	j, x, w, k
	4	Check-in # 3
	5	v, y
8	1	v, y
	2	z, q
	3	v, y, x, q
	4	CVC to Magic e
	5	CVC to Magic e

Notes for the Review Sessions



Preparation

- Prepare the materials.
- Focus on learners who got low scores in the check-in activities.



Session Proper



Review target letters from the first week to the current week.

- Review each letter. Use the results of the check-in activities to identify letters that learners find most difficult. Focus on these letters.
- Emphasize letter names, sounds, and forms.
- Use flashcards or write letters on the board for visual reference.
- Say the letter sounds in random order and have learners practice writing the corresponding letters.



Phoneme manipulation review

- Do phoneme manipulation activities using the learners' letter tiles.
- Practice blending sounds to form words and segmenting words into sounds



Word recognition and fluency

- Review previously learned words. Randomly ask each learner for the meaning of each word. They may answer in any language that they know.
- Practice reading words individually, in pairs, or as a group.
- Use fluency drills to improve learner's reading speed and accuracy.



Writing practice

- Provide opportunities for writing practice using the letter tiles.
- Focus on word formation and spelling.



Creative activities

- Engage learners in creative activities such as: making word collages from magazine cutouts, writing as many words as they can that contain the letters already learned, and games involving reading words from a word list.



Focus on learners who need additional support

- Provide additional practice to learners who need further support.
- Pair a more advanced learner with a learner who is lagging behind to work together on activities.



Teacher-Tutor Conference

The teacher-tutor conference is crucial for sharing feedback about each learner participating in the ARAL Program. This provides an opportunity to exchange observations on how the learner is progressing in both regular classes and the remediation class, and to agree on how to help each learner. It is crucial to involve parents for home support.



Check-in Procedures

The Teacher's Guide includes Annexes that contain the Check-in tools. The results will provide you information on how well learners have mastered the lessons. Each learner will have to be assessed individually on:

- Check-in No. 1: Week 3 Day 4;
- Check-in No. 2: Week 6 Day 1;
- Check-in No. 3: Week 7 Day 4.

Check-in No. 4 is optional and may be conducted at the end of the 8-week cycle. You will not need to submit the results. Use these results in your feedback session with the class adviser and parents. Additionally, use these results to help you identify learners who require additional support.

Guidelines for Teaching Learners in ARAL Tutorials

- Be familiar with the Teacher's Guide, the Learner Activity Sheets/Learner's Workbook, and the manipulatives included in the package.
- Read the plan at least a day in advance to ensure that all materials are ready and the session flow is understood.
- Consistently reinforce the core messages presented during the training. Remind learners that everyone learn differently and that everyone can progress in reading.
- Ensure that when a target letter is presented, its name, sound, and form are emphasized. Allow learners to repeat the activity both as a class and individually.
- Do not skip the presentation part of the lesson, particularly the phoneme manipulation part. This ensures that the children really know the sound of the letters and are not merely memorizing them.
- As the sets progress, loop together the letters learned to make both words and non-words. Make sure that, as learners read them, they are asked to identify unfamiliar words for you to unlock. Provide oral language drills by having students construct sentences orally or create dialogues that utilize these words.
- You may translate an unfamiliar word to the learners' L1 and L2, and then translate back to English.

- Make sure to note down observations for possible learner re-profiling. This includes noting patterns of difficulty in blending, forming words, or isolating sounds.

Classroom Management Tips

-  **Clear instructions.** Repeat instructions twice to ensure understanding. If learners are unable to understand the instructions in English, state the instructions in English first, then translate them into the learners' language, and finally repeat them in English. Unlock unfamiliar English words.
-  **Stay calm and kind.** Remember that these learners are facing individual challenges and are struggling. In addition to helping these learners learn to read, you are also contributing to their social and emotional development.
-  **Active engagement.** Keep learners engaged through a variety of activities.
-  **Positive reinforcement.** Praise and encourage learners for their efforts.
-  **Individualized Attention.** Provide support to individual learners especially those who demonstrate learning difficulties.

SEL Strategies for Struggling Learners

This list provides actionable social and emotional learning strategies to support learners facing difficulties with reading. Use it as a reference in the classroom, during tutoring sessions, or at home.

-  **Encourage a Growth Mindset.** Emphasize that reading ability improves with effort. Use affirmations like 'Mistakes help your brain grow.'
-  **Use Positive Self-Talk.** Promote statements like 'Reading is hard, but I can do it.' Let learners create affirmation cards.
-  **Foster a Safe Environment.** Create a space where effort is celebrated. Respond in an encouraging manner to mistakes.
-  **Use SEL-themed Books.** Incorporate stories to teach perseverance.
-  **Encourage Peer Support and Collaboration.** Pair students with buddies to reduce isolation and build confidence.
-  **Teach Emotional Regulation.** Introduce deep breathing, feeling charts, and calm-down corners.
-  **Set Goals and Track Progress.** Help children set simple reading goals and celebrate milestones visually.

-  **Strong Adult Relationships.** Have regular check-in sessions and give personalized encouragement.
-  **Trauma-Informed Practices.** Be patient, avoid public correction, and maintain consistent routines.
-  **Celebrate Identity and Strengths.** Highlight non-reading strengths like art or storytelling.

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WEEK 2

(Target Letters m, a, t)

Days 1-2: **Mm, Aa, Tt**



Materials



Teachers	Learners
- Alphabet cards: Mm, Aa, Tt - Chalk or Marker - Letter Tiles - Flashcards	- Letter tiles - Reading notebook - Learner's Workbook



Let's Start - Day 1

Letter Name and Sound

The Letter Mm

I Do (Teacher models):

Show the letter **Mm**. Display the letter **Mm** on the board.

Say: This is the letter **Mm**. The sound of **Mm** is /m/. This is the capital or big **M**, and this is the small **m**.

Model tracing the letter **Mm** on the board with your finger.

Mm

Note: You may refer to the detailed stroke script to review how to write the letters.

We Do (Teacher and learners do it together):

Say: Let's say the name and sound of the letter **Mm** together.

Guide learners to repeat:

This is **Mm** (letter name), and its sound is /m/ (letter sound).

You Do (Learners do it one-by-one):

Ask the learners to say the letter name and sound of the letter **Mm** again. Call the learners one-by-one.

Ask: What is the name of this letter? What is the sound of the letter **Mm**?

Tell the learners to show how to write the letter **Mm** in the air. (Learners can do the letter tracing on their palm, desk, back of their classmate.)

The Letter Aa

Say: Now that we've learned the letter **Mm**, let's discover another letter so we can try to build new words later.

I Do (Teacher models):

Show the letter **Aa**. Display the letter **Aa** on the board.

Aa

Say: This is the letter **Aa**. The sound of **Aa** is /a/. This is the capital or big **A**, and this is the small **a**.

Model tracing the letter **Aa** on the board with your finger.

Note: You may refer to the detailed stroke script to review how to write the letters.

We Do (Teacher and learners do it together):

Say: Let's say the name and sound of the letter **Aa** together.

Guide learners to repeat:

This is **Aa** (letter name), and its sound is /a/ (letter sound).

You Do (Learners do it one-by-one):

Ask the learners to say the letter name and sound of the letter **Aa** again. Call the learners one-by-one.

Ask: What is the name of this letter? What is the sound of the letter **Aa**?

The Letter Tt

I Do (Teacher models):

Show the letter **Tt**. Display the letter **Tt** on the board.

Tt

Say: This is the letter **Tt**. The sound of **Tt** is /t/. This is the capital or big **T**, and this is the small **t**.

Model tracing the letter **Tt** on the board with your finger.

Note: You may refer to the detailed stroke script to review how to write the letters.

We Do (Teacher and learners do it together):

Say: Let's say the name and sound of the letter **Tt** together.

Guide learners to repeat:

This is **Tt** (letter name), and its sound is /t/ (letter sound).

You Do (Learners do it one-by-one):

Ask the learners to say the letter name and sound of the letter **Tt** again. Call the learners one-by-one.

Ask: What is the name of this letter? What is the sound of the letter **Tt**?

Instruct the learners to show how to write the letter **Tt** in the air. (Learners can do the letter tracing on their palm, desk, or the back of their classmate.)

Say: Now, let's review all the three letters we've discovered.

Show **Mm**.

Ask: What is the sound of this letter?

Show **Aa**.

Ask: What is the sound of this letter?

Show **Tt**.

Ask: What is the sound of this letter?

Ask: What is the sound of this letter?

Show **Tt**.

Ask: What is the sound of this letter?

Let's Go Learn and Do It

Blending and Letter Sound (phoneme) Manipulation

I Do (Teacher models):

Say: Let's blend sounds to make words. The sounds are /m/, /a/. When we put them together, they make the syllable **ma**.

If we put /a/ in the beginning and /m/ at the end, what do we have? **am**

Show the word and sound it out. Review the concept of **beginning**, **middle**, and **end**. Use visuals to demonstrate what is meant by **beginning**, **middle**, and **end**. Translate in L1 for better understanding

Tell the learners to raise their left hand if the sound is in the beginning of the word, touch their forehead if the sound is in the middle, and raise their right hand if the sound is at the end.

Practice using these gestures.

Give at least two words that have the target letters—**m**, **a**, **t**, at the beginning, middle, or end of the words.

Examples: **mat**, **Tam**

We Do (Teacher and learners do it together):

Let the learners use their letter tiles—**m**, **a**, **t**.

Say: Listen carefully as I say a word.

Listen to the sounds of the word. I will ask you where the given sound is found. Use the gestures that we have practiced earlier—to tell me if the sound is in the **beginning**, **middle**, or **end**.

Ask: For example, the word is **mat**. Where do you hear the sound /m/?

Ask the learners to use the hand gestures.

Ask: How about /a/ in word **mat**?

Now, where do you hear /t/ in the word **mat**?

Note: Practice doing this per learner. Use a game. The objective is for each learner to identify the sound of letters.

You Do (Learners do it one-by-one):

Say: Now, I will ask you, one-by-one, to listen carefully to the words I will say.

I will ask you where you can hear the /m/, /a/, /t/ sound. Use your hand gestures.

Are you ready to give it a try? Let's go!

Note: Make sure that each of your learners will have a chance to try this activity.

Say the word twice before asking a learner to respond. Refer to the list below.

/m/ in **hammer**
/m/ in **mat**
/m/ in **Tam**
/a/ in **ant**
/a/ in **ham**
/a/ in **at**
/t/ in **tap**
/t/ in **mat**
/t/ in **sat**

Next, ask the learners to say the letter name as you sound it out.

Note: You may ask the learners to use their letter tiles—**m**, **a**, **t**—for this drill.

Ask: What letter makes the /m/ sound?
What letter makes the /a/ sound?
What letter makes the /t/ sound?

Now, I will ask you to raise the letter (using your letter tiles **m**, **a**, or **t**), when you hear the beginning sound of every word.

Make sure that each learner gets to try this drill. Refer to the list of words below, you may add more words that are familiar with the learners.

mat **tag** **ax**
mug **tap** **art**
met **ten** **ant**
mop **mad** **at**



Let's Explore

New Words

We Do (Teacher and learners do it together):

Ask the learners to get their letter tiles.

Say: I will say a set of words. Listen carefully and raise the letter tile that matches the **beginning sound** you hear.

Here is the list.

ax	mat	tag
mug	tap	ant
ten	mop	mad



Let's Check

You Do (Learners do it one-by-one):

Present **LAS #1** as an exercise.

Say: Take out your worksheets and look at the rows of letters.

We are going to circle all the letters in each row that has the same first sound as the word I will say.

For example, if I say **mat**, find all the letters in the row that start with the same sound as **m**.

Say the words one at a time from the list below. After each word, give the learners a moment to circle the correct letters in their worksheets.

Sample words:

1. **mat**
2. **top**
3. **ax**
4. **mop**
5. **ant**
6. **tip**

Note:

Encourage the learners to listen carefully to the initial sounds and provide support as needed for struggling readers. Use this activity to reinforce phonemic awareness and letter-sound correspondence.

Remediation and intervention require immediate feedback and reflective teaching.

Monitoring of oral and written responses is vital in ensuring that reprofiling is immediately done based on evidence.

Let's Try Again

Review the target letters learned.

Ask the learners to give the letter name and sound of the letters **m**, **a**, **t**. Let them practice tracing the letters **Mm**, **Aa** and **Tt**.

Use **LAS # 2** for this practice activity.

Name: _____ Date: _____

Trace the letters Mm, Aa, and Tt.

Mm	Mm	Mm	Mm	Mm
Aa	Aa	Aa	Aa	Aa
Tt	Tt	Tt	Tt	Tt
Mm	Mm	Mm	Mm	Mm
Aa	Aa	Aa	Aa	Aa
Tt	Tt	Tt	Tt	Tt

Encourage the learners to work with their parents or guardians in completing the writing task at home.

Let's Start - Day 2

Review of Letter Sound

I Do:

Quickly review the letter names and sounds learned in Day 1.

Say: Earlier, we learned three letters. Let's review. I will write it on the board and you will sound it out.

Write the letter Mm, and ask: What is the sound of this letter? /m/.

Do the same for letter **Aa** - /a/ and letter **Tt** - /t/.

Let's Go Learn and Do It

Blending and Decoding Practice

I Do:

Say: Now, we will use the sounds we have learned to read and build new words. Let's use our **m**, **a**, **t**, letter tiles to practice together.

Model the blending exercise to the learners. Review the gestures that they will use to say if the sound is in the **beginning**, **middle**, or **end**.

Say: I will be giving the sound of the letters one by one. Listen carefully so you can hear the letter sound I will say.

Let us try to put these together: /a/ /m/
Create a sliding sound.
Now let us add third sound, /t/. Where do we put it? Next to /m/.

On your desk, there should be the letters **a**, **m**, and **t**. Together that reads as /amt/.
Amt is a nonword.

Define **nonword** as a group of letters formed without meaning.

We Do:

Continue the drill with other combinations such as:

/a/ /t/
/a/ /m/
/T/ /a/ /m/
/m/ /a/ /t/

As they blend, write these on the board. Let the learners manipulate all these targets on their desk using the letter tiles as you dictate.

If there is additional time, ask the learners to get their Reading notebook and write the words and sound combinations formed in the previous letter sound and word drill. Here are the words and a nonword.

at am amt Tam mat

Let's Explore

Word Reading Practice

I Do:

Write the following words on separate cards or display them in a random order on a chart or board.

at am amt Tam mat

We Do:

Practice reading the words with the learners. Remind the learners that some of the combinations that they will read are nonwords.

You Do:

Call each learner one by one to read the words.

Say: *It's your turn! Read each word carefully. Take your time as you read.*

Note: Provide immediate feedback for correct pronunciation or gentle guidance for misread words.

Give each learner two rounds to practice reading. On the second round, shuffle the cards or rearrange the words in a different order for the same learner.

Say: *Now, let's try those words again, but in a new order. Let's see how well you remember the sounds and words!*

Note: Shuffle the cards between rounds and for each learner to ensure they are reading by recognizing the words and sounds, not just by recalling the order. After both rounds, provide positive reinforcement to all learners.

Say: *You're doing an amazing job! Reading these words gets easier with practice. Keep it up!*

Let's Check

Word Recognition

You Do:
LAS # 3

Say: *We will put numbers 1-5 on the words and nonwords on your worksheet. Listen carefully to properly mark the word with the right number.*

1. Tam
2. amt
3. mat
4. at
5. am

Let's Try at Home

You may choose activities that learners can try at home, with support from their parents or guardians.

Practice Writing Letters

Write the capital and small letters **Mm**, **Aa**, and **Tt** in your Reading notebook.

Use **LAS # 1** (Tracing Letters) as a guide if you need help.

WEEK 2

(Target Letters m, a, t)

Days 3-4: **Mm**, **Aa**, **Tt** and **Review**

Materials

Teachers	Learners
- Word cards - Letter tiles - Alphabet flashcards: m, a, t - Picture cards: apple, ax, arrow, ten, mango, map - Writing pad - Picture cards: ax, ant, top, ten, Letters Mm, Aa, Tt flashcards	- Reading notebook - Letter tiles: m, a, t - Learner's Workbook

Let's Start - Day 3

Review and Practice of Letter Sounds and New Words

I Do:

Display the target letters and words on the board. You can use the alphabet cards and word cards from your previous sessions.

Say: *Let's review the letters and words we have learned. This is the letter **Mm**. Its sound is /m/.*

Ask the learners to repeat after you. Do this same step for letter **Aa** - /a/ and letter **Tt** - /t/.

We Do:

Use the words learned earlier and ask each learner to read them. Do this quick drill with the learners, one at a time. Make sure to shuffle the order after each learner's turn.

at am amt Tam mat

Note: If the child is having a hard time reading the words, help the child slowly sound out the letters, and slide them to properly read the word.
Example: /a/ /m/ /t/ = amt

You Do:

Say: *I will show you some pictures and I will say their names. Listen carefully, you will tell me where a sound is found in the word.*

Use the hand gestures. Show some pictures and say the target sound and the name of the picture.

/a/ - apple



/t/ - ten

10

/a/ - arrow



/m/ - mango



/m/ - Pam



Let's Go Learn and Do It

Blending and Decoding Practice

I Do:

Present the word chart below. Let the learners read the words aloud. (Note that words and a nonword are given.)

am
at
mat
Tam
amt

Note: As a variation, you can use word cards and place them on the floor to play the **find-a-word game**. You will say the word and the learners will look for them in the bunch.

Ask each child to read the word that he or she picked.

We Do:

Show the letters **m**, **a**, and **t**. Let each learner name and sound out the given letters.

Ask: Where do you think we can find the letters **m**, **a**, **t** in every word?

Use the word list from the previous activity. Show and read the words together.

New Words

We Do:

Place the m, a, t alphabet flashcards on the table. Show the pictures of the objects that start with these given letters:

apple	ax	arrow
ten	mango	map

Tell the learners to name the objects and repeat the **beginning sound of each object**.

Note: As a variation, you may add available pictures or real objects that have **/m/**, **/a/**, **/t/** sound at the beginning.

You Do:

Let the learners place their letter tiles **m**, **a**, and **t** in front of them.

Say: I will show you different pictures or items that begin with the **/m/**, **/a/**, or **/t/** sound. Listen carefully as I say each name.

Use your **m**, **a**, **t**, letter tiles to show me the beginning letter that you heard.

You can do one round to practice this game first.

Make sure that each learner gets a chance to respond and participate in the activity. The game can be modified by having the pictures in front of the learners.

As you raise a letter, the learners will raise a picture or item that starts with the chosen letter.

As the game ends, ask: What is this letter? (**m**, **a**, **t**)

What is the sound? (**/m/**, **/a/**, **/t/**)

This routine must be repeated to ensure that these letters and their sounds are mastered.

Let's Explore

We Do:

Instruct the learners to bring out their own letter tiles. Let them do the activity in pairs.

Say: I will read the words to you. Listen carefully and use your letter tiles to build the words I will say. Take turns with your partner in reading the word(s) you have formed.

Ask them to form the following word and nonword combinations by using the letter tiles **m**, **a**, and **t**.

at	am	mat
amt	Tam	

Give each learner a chance to read each word as he or she spells it.

If time permits, as an additional activity, ask the learners to write each word on the writing pad of their folder board (the part with the blue-red-blue lines).

Let's Check

You Do:

Show **LAS # 4**

Tell the learners to encircle the word in each row as you say the words, row by row.

Combinations for Decoding

Say: For Row 1: encircle **am**

Row 2: encircle **at**

Row 3: encircle **amt**

Row 4: encircle **mat**

Row 5: encircle **Tam**

Note: It is important to observe your learners as they are doing this task. This brief exercise aims to measure the speed of the learners in identifying the words they have learned.

Take note of learners who are still struggling to read fast enough. Provide follow-up support in building their skills for blending and decoding skills.

Let's Start - Day 4

Note: Review Session

This day is intended for the teacher to review past lessons. For instructions, review the **Notes for the Review Sessions** found in the General Guidelines at the beginning of this Guide.

During review sessions, it is important to also focus on the social and emotional development of the learners. Allot individual time with each learner to talk to them about possible difficulties that are preventing them from learning effectively. Offer guidance and encouragement. Agree on ways that they could be supported. Take note of significant findings that might need discussion with a guidance counselor, the adviser, or the parents.

WEEK 3 (Target Letters e, s, i, l) Days 1-2: Ee, Ss and li, Ll

Materials

Teachers	Learners
- Letters Ee and Ss flashcards - Writing pad - Picture cards: ax, ant, top, ten, sun, sad, sit, egg, elephant, elbow - Letters Mm, Aa, Tt flashcards - Alphabet flashcards	- Reading notebook - Learner's Workbook - Letter tiles

Let's Start - Day 1

Letter Name and Sound

The Letter Ee

I Do (Teacher models):

Show the flashcard of the letter **Ee**. Display the letter **Ee** on the board or pocket chart, if available.

Ee

Say: This is the letter **Ee**. The sound of **Ee** is /e/. This is the capital or big **E**, and this is the small **e**.

Model tracing the letter **Ee** on the board with your finger.

We Do (Teacher and learners do it together):

Say: Let's say the name and sound of the letter **Ee** together.

Guide learners to repeat:

This is **Ee** (letter name), and its sound is /e/ (letter sound).

You Do (Learners do it one-by-one):

Ask the learners to say the letter name and sound of the letter **Ee** again. Call the learners one-by-one.

Ask: What is the name of this letter?

What is the sound of the letter **Ee**?

Instruct the learners to show how to write the letter **Ee** in the air. (Learners can do the letter tracing on their palm, desk, or the back of their classmate.)

The Letter Ss

Ss

Say: Now that we have learned the letter **Ee**, let's discover another letter so we can try to build new words later.

I Do:

Show the flashcard of the letter **Ss**. Display the letter **Ss** on the board.

Say: This is the letter **Ss**. The sound of **Ss** is /s/. This is the capital or big **S**, and this is the small **s**.

Model tracing the letter **Ss** on the board with your finger.

We Do:

Say: Let's say the name and sound of the letter **Ss** together. **Guide learners to repeat:**

This is **Ss** (letter name), and its sound is /s/ (letter sound).

You Do:

Ask the learners to say the letter name and sound of the letter **Ss** again. Call the learners one-by-one.

Ask: What is the name of this letter?

What is the sound of the letter **Ss**?

Instruct the learners to show how to write the letter **Ss** in the air. (Learners can do the letter tracing on their palm, desk, or the back of their classmate.)

Let's Go Learn and Do It

Blending and Letter Sound (phoneme) Manipulation

I Do:

Say: Before we learn how to blend words with the letters **Ee** and **Ss**, let's review their sounds and the previously learned letters (**m**, **a**, **t**).

Show the letter flashcards and review their letter names and sounds before proceeding to blending.

Say: We are now learning how to blend words with the letters **Ee** and **Ss**. We will also use the letters **Mm**, **Aa**, **Tt** to form words. Let's start with their sounds.

The letter **Ee** says /e/, like in the word **egg**. Can you say /e/ with me?

The letter **Ss** says /s/, like in **sun**. Say /s/ with me.

Show the learners how to make a word by blending some letters. Show the flashcards **Ss**, **Ee**, and **Tt**.

Say: Watch as I blend some letters to make a word. I'll start with /s/, add /e/, and end with /t/. Listen carefully: /s/ /e/ /t/—**set**.

When we blend the sounds together, we get **set**.

Note: To check if learners understand how the word was formed, you may also ask the learners how the word set was formed.

You Do:

Say: Now it's your turn to practice! Use your letter tiles to make the word I say.

Here's the first one: **set**. What are the sounds? (/s/ /e/ /t/). Arrange your tiles and show it.

Check their letter tiles and give feedback to the learners by affirming them or offering help. Repeat the instruction with different letter combinations.

You may refer to this list of words and nonwords.

sat	at	ats
set	met	mat
emt	tes	ets
amt	Sam	ams
Tam	mas	mat
tas	em	ems

Let's Explore

New Words

We Do:

For this activity, learners will need the letter tiles (**m**, **a**, **t**, **e**, **s**). Ask the learners to get their letter tiles and follow the instructions.

Instructions:

- From your letter tiles, put the letter that makes the sound /a/ at the beginning.
- Now, make the letter combinations that will make /at/.
- I want that to be turned into /sat/. What letter should I add and where should I put it? At the start of **at** or in the end? Shall I put it in the middle? Let us do it together, /s/ and /at/ make **sat**.
- Let us start with **sat**. Let us change this to **mat**. What letter should we remove and what letter should we add? Where should we put it?

Note: Observe learners as they do this activity. Continue until all the words and letter combinations are used within the allotted time. Make sure to always include the letters e and s in the drill.

You Do:

Give the learners the opportunity to manipulate the letter sounds individually or in pairs.

Remind the learners that some combinations that will be formed are nonwords.

sat	at	ats	set
met	mat	emt	tes
ets	amt	Sam	ams
Tam	mas	mat	tas
em	ems		

Let's Check

Word Recognition

You Do:

Post the word chart again. Let the learners read these words and nonwords individually and then in pairs. Monitor the learners as they read.

sat	at	ats
set	met	mat
emt	tes	ets
amt	Sam	ams
Tam	mas	mat
tas	em	ems

As a follow-up exercise, play a game to enhance mastery of word recognition.

Divide the learners into two groups. Say a word and let them arrange the letter tiles to form it. The first group to correctly arrange the letters earns 2 points, while the other group earns 1 point if their answer is correct.

Let's Start - Day 2

Letter Name and Sound

The Letter li

li

I Do:

Show the letter **li**. Display the letter li on the board.

Say: This is the letter **li**. The sound of **li** is /i/. This is the capital or big **l**, and this is the small **i**.

Model tracing the letter **li** on the board with your finger.

Note: You may refer to the detailed stroke script to review how to write the letters.

We Do:

Say: Let's say the name and sound of the letter **li** together.

Guide learners to repeat:

This is **li** (letter name), and its sound is /i/ (letter sound).

You Do:

Ask the learners to say the letter name and sound of the letter **li** again. Call the learners one-by-one.

Ask: What is the name of this letter?
What is the sound of the letter **li**?

Tell the learners to show how to write the letter **li** in the air. (Learners can do the letter tracing on their palm, desk, or the back of their classmate.)

The Letter li**LI****I Do:**

Show the letter **LI**. Display the letter LI on the board.

Say: This is the letter **LI**. The sound of **LI** is /I/. This is the capital or big **L**, and this is the small **i**.

Model tracing the letter **LI** on the board with your finger.

Note: You may refer to the detailed stroke script to review how to write the letters.

We Do:

Say: Let's say the name and sound of the letter **LI** together.

Guide learners to repeat:

This is **LI** (letter name), and its sound is /I/ (letter sound).

You Do:

Ask the learners to say the letter name and sound of the letter **LI** again. Call the learners one-by-one.

Ask: What is the name of this letter? What is the sound of the letter **LI**?

Instruct the learners to show how to write the letter LI in the air. (Learners can do the letter tracing on their palm, desk, the back of their classmate.)

Let's Go Learn and Do It**Blending and Letter Sound (phoneme) Manipulation****I Do:**

Say: Let's blend sounds to make words. The sounds are /I/ and /i/. When we put them together, they make the syllable, **li**.

If we add **t** at the end, what word do we have? **lit**.

Show the word and sound it out.

Say: Let's blend sounds to form words. The sounds are /I/ and /e/. When we put them together, they make the combination **le**.

If we add **t** at the end, what word do we have? **let**.

Show the word and sound it out. Review the concept of **beginning**, **middle**, or **end** again.

Examples: **lit**, **let**

We Do:

Let the learners use their letter tiles—**l**, **i**, **t**, **e**.

Say: Listen carefully as I say a word. Listen to the sounds of the word because you will identify where the given sound is found.

Ask: For example, the word is **lit**. Where do you hear the sound /I/?

Ask the learners to use the hand gestures.

Ask: How about /i/ in word **lit**? Now, where to hear /t/ in the word **lit**?

Note: Practice doing this per learner using his or her folder board and fish chart, or use a game. The objective is for each learner to identify the position of the sound.

You Do:

Say: Now, I will ask you, one-by-one, to listen carefully to the words I will say. I will ask you **where** you can hear the /I/, /i/, or /t/ sound.

Are you ready to give it a try? Let's go.

Note: Make sure that each learner will have a chance to try this activity.

Say the word twice before asking the learner to respond.

Refer to the list:

/i/ in lip
/t/ in tin
/I/ in lit

Next, ask the learners to raise the letter tile to show their answer.

Ask: What letter makes the /l/ sound?
What letter makes the /i/ sound?
What letter makes the /t/ sound?

We Do:

Let the learners work in pairs, and ask them to bring out their letter tiles to form the words or nonword combinations that you will say. Then, ask the learners to read each word formed.

Refer to the list of words below.

sim
tim
emt
met
lit



Let's Explore

New Words

We Do:

Ask the learners to get their letter tiles.

Say: I will say a set of words. Listen carefully and show the **beginning sound** you hear by raising the letter tile that matches the sound.

Here's the list:

lit ant
met ink
Tam ill



Let's Check

You Do:

Show a list that contains previously learned words. Let the learner use his/her letter tiles to build the words one by one.

sat set met ill lit

Next, ask the learners to get their **LAS # 5** and have them form **words** from the given set of letters. Ask them to read the words they formed aloud.

Form a word using each set of letters. Read the words aloud.

e, m, t	t, s, e
a, t, m	t, s, a
a, s, m	a, T, m

WEEK 3

(Target Letters e, s, i, l)

Days 3 and 4: **Ee, Ss, li, Ll** and

Check-in #1



Materials



Teachers	Learners
- Letters li and Ll flashcards - Alphabet flashcards - Word cards and chart - Picture cards: egg, elephant, sun, sad, sit, ink, lemon	- Letter tiles - Reading notebook - Learner's Workbook



Let's Start - Day 3

Review and Practice of Letter Sounds and New Words

I Do:

Display the target letters and words on the board. You can use the alphabet cards and word cards from your previous sessions.

Say: Let's review the letters and words we've learned. This is the letter **Ee**. Its sound is /e/.

Ask the learners to repeat after you.

Do the same step for letters **Ss, Ll, li**.

am at Tam mat
set sat lit ill

Note: If a learner is having a hard time reading the words, guide the child to slowly sound out the letters, and slide them to read the word properly.

Examples:

/s/ /e/ /t/ = set
/l/ /i/ /t/ = lit

You Do:

Show a picture of each of the following words. Ask the learners to identify its name and the **beginning sound**.

egg elephant sad lemon
ink sun sit



Let's Go Learn and Do It

Blending and Decoding Practice

I Do:

Present the word list below and read each word. Emphasize the sounds of **e, s, l**, and **i**. Note that there are nonwords in the list.

set	sat	let
ems	ets	
ill	lit	

We Do:

Show the following picture cards:
egg, elephant, sun, sad, sit
ink, igloo, iguana, lemon

Divide the learners into two groups. Have their letter tiles **e, s, l**, and **i** ready.

As you show a picture, the members of the group agree on a letter that represents the beginning sound and raise the letter tile.

The first group to raise the correct tile gets two points. The other group gets a point if they get the correct answer as well.

This game can be modified to an individual game by having the learners raise their own tiles during the game. The first ones to raise the correct tile gets two points and all those who follow after with the correct tile gets a point.

Quickly read the words on the list with each learner. Make sure to shuffle the words after each child's turn.

set	sat	let
ems	ets	
ill	lit	

Note: If a learner is having a hard time reading the words, guide the learner to slowly sound out the letters and slide them to read the word properly.

You Do:

Ask the learners to raise the letter tiles to show their answer to the following.

Ask: What letter makes the /e/ sound?
What letter makes the /s/ sound?
What letter makes the /l/ sound?
What letter makes the /i/ sound?

Ask each learner to give a word that starts with the letter **e, s, l**, and **i**.

For additional practice as needed, gather the previous word list and add new words using the letters **m, a, t, e, s, l, i**.

Ensure that each learner has a copy of the word list. Sit with the learners and say that you will be practicing with them, one by one.

Say: Let's practice reading some words and nonword combinations together. Take your time and try your best.

Point to a word on the list and ask: Can you read this?

If the learner struggles, say: Let's sound it out together. What sound does this letter make?

Note: Help the learner blend the sounds to read the word.



Let's Try at Home

Ask the learners to make a word collage. Tell them to form words using cut-out letters from old magazines, newspapers, or labels. Have them read the words afterward.

sat	at	set
et	met	tem
mat	Sam	Tes
amt	Tam	mas
asf	tas	lit
ilt	il	it
im	lim	mil
is	Si,	mis
ils	als	its
ats	alm	ilm

Note: If the learners will not be able to make the word collage, prepare the word list and ask them to paste this on their reading notebook. Ask the parents to practice reading these words, nonwords, or letter combinations at home.



Let's Check

You Do:

Prepare the following chart and display it on the board. Let the learners pair up and read the words one at a time. Monitor the learners as they read the words and nonwords.

sat	at	set	met	tem
mat	Sam	Tes	Tam	mas
ast	tas	lit	il	it
im	lim	mil	Sim	mis
ils	als	its	aim	ilm

Ask the learners to get their **LAS # 6**. Instruct them to box the word or nonword that you will say.

Next, refer to the list of words and nonwords below.

1. sat	2. tem
3. mat	4. amt
5. ast	6. mal
7. met	8. sim
9. alt	10. mit

Let the learners practice reading the words individually. Ask the learners to get their **LAS # 7**.

Say: Listen to the word that I will say. Fill in the missing letters in each word.

List of Words

1. Sam
2. met
3. mat
4. set
5. Tam

Let's Try at Home

Ask the learners to practice reading the following words with help from family or friends.

sat	at	set
et	met	tem
mat	Sam	Tes
amt	Tam	mas
ast	tas	lit
ilt	il	it
im	lim	mil
is	sim	mis
ils	als	its
ats	alm	ilm

Note: Ask someone to help the learner practice reading these words, nonwords, or letter combinations at home.

Let's Start - Day 4

Note:

CHECK IN #1

This day is intended for the teacher to conduct individual learner assessment. For instructions, review **Check-in Procedures** found in the General Guidelines at the beginning of this Guide.

WEEK 4

(Target Letters **p, f, h, n**)

Days 1-2: **Pp, Ff** and **Hh, Nn**

Materials

Teachers	Learners
- Flashcards Pp and Ff - Flashcards m, a, t, s, e, i, l, p, and f - Letter tiles	- Reading notebook - Letter tiles - Learner's Workbook
- Picture cards - Alphabet cards - Letter tiles	

Let's Start - Day 1

Letter Name and Sound

The Letter Pp

I Do (Teacher models):

Show the letter **Pp**. Display the letter **Pp** on the board.

Pp

Say: This is the letter **Pp**. The sound of **Pp** is /p/. This is the capital or big **P**, and this is the small **p**.

Model tracing the letter Pp on the board with your finger.

We Do (Teacher and learners do it together):

Say: This is **Pp** (letter name), and its sound is /p/ (letter sound).

You Do (Learners do it one-by-one):

Ask the learners to say the letter name and sound of the letter **Pp** again. Call the learners one-by-one.

Say: This is the letter **Pp**. The sound of **Pp** is /p/. This is the capital or big **P**, and this is the small **p**.

Model tracing the letter Pp on the board with your finger.

We Do (Teacher and learners do it together):

Say: This is **Pp** (letter name), and its sound is /p/ (letter sound).

You Do (Learners do it one-by-one):

Ask the learners to say the letter name and sound of the letter **Pp** again. Call the learners one-by-one.

Ask: What is the name of this letter? What is the sound of the letter **Pp**?

Show the learners how to write the letter **Pp** in the air. (Learners can do the letter tracing on their palm, desk, or the back of their classmate.)

The Letter Ff

Say: Now that we've learned the letter **Pp**, let's discover another letter so we can try to form new words later.

I Do:

Show the letter **Ff**. Display the letter **Ff** on the board.

Ff

Say: This is the letter **Ff**.

The sound of **Ff** is /f/.

This is the capital or big **F**, and this is the small **f**.

Model the tracing of the letter **Ff** on the board with your finger.

You Do:

Ask the learners to say the letter name and sound of the letter **Ff** again. Call the learners one-by-one.

Ask: *What is the name of this letter?
What is the sound of the letter **Ff**?*

Show the learners how to write the letter **Ff** in the air. (Learners can do the letter tracing on their palm, desk, back of their classmate, or on their folder board.)

Say: *So far, we have discussed two new letters: this letter (show **p** flashcard) and this (show **f** flashcard).*

Show **Pp**.

Ask: *What is the sound of this letter?*

Show **Ff**.

Ask: *What is the sound of this letter?*

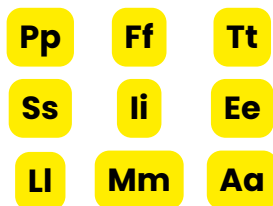
Let's Go Learn and Do It

Blending and Letter Sound (phoneme) Manipulation

I Do:

Show letter flashcards of vowels **Aa, Ee, Ii**, and consonants **Mm, Ss, Tt, Ll, Pp**, and **Ff**.

Say: *These are the letters—**Aa, Ee, Ii, Mm, Ss, Tt, Ll, Pp, Ff**—that we learned. Let's say the letter names and sounds of each letter.*



Say: *This time, let's blend sounds to form words. The sounds are /p/, /a/, /t/. When we put them together, they make the word **pat**.*

Write the word **pat** on the board, and demonstrate blending the sounds /p/, /a/, /t/ to produce **pat**. Guide the learners in blending the sounds and in reading the word aloud.

Review the concept of **beginning**, **middle**, and **end** using the hand gestures.

Bring out the **p**, **a**, and **t** flashcards and then direct the learners' attention once again to the word **pat**.

Ask: *How many sounds do you hear in the word **pat**?*

*What is the beginning sound of **pat**? -/p/
What letter makes the /p/ sound? - letter **p***

***Pat** begins with the /p/ sound. Where do you hear the /p/ sound in the word **pat**?
Use your hand gestures.*

Do the same instruction for the **middle** and **end** sounds of **pat**.

We Do:

Give more words that have the target letters **p**, **f**, and other previously learned letters **m**, **a**, **t**, **e**, **s**, **i**, and **l** to form words.

Examples: **fat**, **map**.

Let the learners use their letter tiles—**p**, **f**, **m**, **a**, **t**, **e**, **s**, **i**, and **l**.

Say: *Listen carefully as I say a word. Listen to the sounds in the word. Get the letter tiles that make those sounds. Arrange the letters properly on your desk using the letter sounds.*

*For example, the word is **fat**. What letter makes the /f/ sound?*

Check if the learners chose the correct letter tile: **f**.

Ask: *Where do you hear the sound /f/ in **fat**?*

Ask the learners to put down the letter tile **f** on their desk.

Ask: *How about /a/ in word **fat**?*

Ask the learners to put down the letter tile **a** on their desk next to the letter **f**.

Ask: *Now, where do you hear /t/ in the word **fat**?*

Ask the learners to place the letter tile **t** after the letter **a**.

Note: Practice doing this per learner using his/her tiles or use a game. The objective is for each learner to identify the sounds of the letters.

You Do (Learners do it one-by-one):

Say: *Listen carefully as I say the word. Tell me where you hear the sound in the word. Use the hand gestures. Ready? Let's begin!*

Note: Make sure that each learner will have a chance to try this activity.

Say each word twice before asking the learners to respond. Refer to the list below.

/s/ in sit	/a/ in sap
/p/ in pit	/a/ in sat
/p/ in map	/p/ in pet
/i/ in fit	/i/ in lit
/p/ in Pam	

Ask: *What letter makes the /s/ sound?*

Ask the learners to say the letter name as you sound it out. Tell them to raise the letter tile that makes the sound. -letter **s**

Ask: *Where is the /s/ sound in **sit**?*

Use the hand gestures to show whether they are in the beginning, middle, or end. Check each learner's answer. Do the same procedure for the proceeding items.

Let's Explore

New Words

You Do:

Say: This time, we will focus on the beginning sound of the words. You will raise the letter tile (**p, f, m, a, t, e, s, i, or l**) that matches the beginning sound of every word.

Make sure that each learner gets to try this drill. Refer to the list of words below. You may add more words that are familiar with the learners.

pat sit sap fat pit Pam
sat map pet fit lit

Let's Check

You Do:

Use **LAS # 8** as an exercise.

Instruct the learners to listen carefully as you say a **sound** and a **word**. Have them write the letter that makes the given sound in the correct column—beginning, middle, or end.

Here are the sounds and the words.

1. /e/ in pet (e - middle)
2. /s/ in sat (s - beginning)
3. /t/ in fit (f - beginning)
4. /p/ in sap (p - end)
5. /p/ in pit (p - beginning)

Next, use **LAS # 9**.

Instruct the learners to listen carefully as you say a word. Have them encircle the correct word in each item.

1. pit
2. sat
3. pet
4. sap
5. fit

Note:

Encourage the learners to listen carefully to the initial sounds and provide support as needed for struggling readers. Use this activity to reinforce phonemic awareness and letter-sound correspondence.

Remediation and intervention require immediate feedback and reflective teaching.

Monitoring of oral and written responses is vital in ensuring that reprofiling is immediately done based on concrete evidence.

Let's Start - Day 2

Letter Name and Sound

The Letter Hh

I Do (Teacher models):

Show the letter **Hh**. Display the letter **Hh** on the board.

Hh

Say: This is the letter **Hh**. The sound of **Hh** is /h/. This is the capital or big **H**, and this is the small **h**.

Model tracing the letter **Hh** on the board with your finger.

We Do (Teacher and learners do it together):

Say: This is **Hh** (letter name), and its sound is /h/ (letter sound).

You Do (Learners do it one-by-one):

Ask the learners to say the letter name and sound of the letter **Hh** again. Call the learners one-by-one.

Say: This is the letter **Hh**. The sound of **Hh** is /h/. This is the capital or big **H**, and this is the small **h**.

Model tracing the letter **Hh** on the board with your finger.

We Do (Teacher and learners do it together):

Say: This is **Hh** (letter name), and its sound is /h/ (letter sound).

You Do (Learners do it one-by-one):

Ask the learners to say the letter name and sound of the letter **Hh** again. Call the learners one-by-one.

I Do:

Show the letter **Nn**. Display the letter **Nn** on the board or pocket chart if available.

Nn

Say: This is the letter **Nn**. The sound of **Nn** is /n/. This is the capital or big **N**, and this is the small **n**.

Model the tracing of the letter **Nn** on the board with your finger.

You Do:

Ask the learners to say the letter name and sound of the letter **Nn** again. Call the learners one-by-one.

Ask: What is the name of this letter?
What is the sound of the letter **Nn**?

Show the learners how to write the letter **Nn** in the air. (Learners can do the letter tracing on their palm, desk or back of their classmate.)

Say: So far, we have discussed two letters: this letter (show **Hh** flashcard) and this (show **Nn** flashcard).

Show **Hh**.

Ask: What is the sound of this letter?

Show **Nn**.

Ask: What is the sound of this letter?

Let's Go Learn and Do It

Letter Sound (phoneme) Manipulation, Blending and Decoding

I Do:

Show letter flashcards of vowels **Aa, Ee, Ii**, and consonants **Mm, Ss, Ll, Pp, Ff, Hh**, and **Nn**.

Say: These are the letters—**Aa, Ee, Ii, Mm, Ss, Ll, Pp, Ff, Hh**, and **Nn**— that we learned. Let's say the letters name and sound of each letter.

Say: This time, let's blend sounds to make words. The sounds are **/h/, /a/, /m/**. When we put them together, they make the word **ham**.

Ask: Ham begins with the **/h/** sound. Where should we place the letter **h**?

Do the same instruction for the middle and end sounds of ham.

We Do:

Give more words that have the target letters **h, n**, and other previously learned letters—**p, f, m, a, t, e, s, i**, and **l**—to form words.

Examples: **nap, hit**

Let the learners use their letter tiles—**h, n, p, f, m, a, t, e, s, i**, and **l**.

Say: Listen carefully as I say a word. Listen to the sounds of the word. Arrange to form the word.

For example, the word is **nap**. What letter makes the **/n/** sound?

Check if the learners chose the correct letter tile: **n**.

Ask: Where do you hear the sound **/n/** in **nap**?

Ask the learners to put the letter tile **n** at the beginning.

Ask: How about **/a/** in word **nap**?

Ask the learners to put the letter tile **a** in the middle.

Ask: Now, where to hear **/p/** in **nap**?

Ask the learners to place the letter tile **p** at the end.

Note: Practice doing this per learner using his/her tiles or use a game. The objective is for each learner to identify the sounds of the letters.

You Do:

Say: Now, I will ask you, one-by-one. Listen carefully to the words I will say.

I will ask you where you can hear the sound in a word. Use the hand gestures.

Note: Make sure that each learner will have a chance to try this activity.

Say each word twice before asking the learners to respond. Refer to the list below.

/n/ in pen	/n/ in sin
/n/ in pan	/n/ in tin
/n/ in Nat	/n/ in tan
/h/ in hit	/h/ in has
/h/ in hat	

Say: The sound **/n/** in **pen**. What letter makes the **/n/** sound?

Ask the learners to say the letter name as you sound it out. Tell them to raise the letter tile that produces the sound. – letter **n**

Ask: Where is the **/n/** sound in **pen**?

Use the hand gestures. Check each learner's answer. Do the same procedure for the succeeding items.

You Do:

Say: This time, we will focus on the beginning sound of the words. You will raise the letter (using your letter tiles **h, n, p, f, m, a, t, e, s, i**, and **l**), when you hear the beginning sound of every word.

Make sure that each learner gets to try this drill. Refer to the list of words below. You may add more words that are familiar with the learners.

ham	net	pen	has	his
pan	hit	sin	tin	tan
hat	pin	Nat		

Let's Explore

Word Reading

I Do:

Write the following words on separate cards or display them in a random order on a chart or board.

ham	net	pen	has	his
pan	hit	sin	tin	tan
hat	pin	Nat		

We Do:

Practice reading the words with the learners. Remind the learners that some of the combinations of letters that they will read are nonwords.

ham	net	pen	has	his
pan	hit	sin	tin	tan
hat	pin	Nat.	nam.	hal



Let's Check

You Do:

Show **LAS # 10**. Ask the learners to draw a line from each word to the correct picture.

Show **LAS # 11**.

Say: Listen carefully as I read the word. Put the missing letter on the blank to form the word.

Refer to the following list:

- | | |
|--------|---------|
| 1. hop | 6. pen |
| 2. tap | 7. sit |
| 3. fin | 8. pan |
| 4. hat | 9. met |
| 5. pot | 10. tin |

Say: Let's read the words that you formed.

Show **LAS # 12**.

Have the learners read the words in each box. Then, say a word and ask them to encircle it.



Let's Try at Home

Show **LAS # 13**.

Ask the learners to copy the list of CVC words in their Reading notebook and practice reading these words at home.

WEEK 4

(Target Letters p, f, h, n)

Days 3-4: Pp, Ff, Hh, Nn and Review



Materials

Teachers	Learners
- Alphabet flashcards - Words on strips of paper - Picture cards - Letter puzzle	- Letter tiles - Reading notebook - Learner's Workbook



Let's Start - Day 3

Letter Name and Sound

The Letters Pp, Ff, Hh, and Nn

I Do:

Show the letters **Pp, Ff, Hh, and Nn**.

Display them on the board or pocket chart.

Point to each letter and produce its sound.

Say: This is the letter **Pp**. The sound is /p/.

This is the letter **Ff**. The sound is /f/.

This is the letter **Hh**. The sound is /h/.

This is the letter **Nn**. The sound is /n/.

We Do:

Have the learners line up at one end of the room. One at a time, they will hop to the other end, pick a word card, and read the word aloud.

The following words may be used for this activity. Write these on strips of paper.

fit	hen	pen	hip
pet	map	pit	lip
pat	fan	sap	ham
sat	net	pin	fat
hit			

Note: You may add words from the words that were covered previously.



Let's Go Learn and Do It

Word Reading

I Do:

Say: Listen as I read some words.

pat	sit	sap	fat	pit	sat	map
pet	fit	lit	ham	net	pan	hit
sin	tin	tan	hat	has	his	pin

We Do:

Divide the class into two. Ask each group to bring out one set of their letter tiles. Have the learners separate the letters **h, n, p, f, m, a, t, e, s, i, and l**.

Mechanics of the Game

1. Give a word that the learners will form.
2. As a group, they will look for the letters needed to spell the word.

For example: **pan** = **p, a, n**

3. When the group has found the letters, three learners will stand in front and arrange themselves to show the word.

Continue the game until all the target words have been formed. Use the words from the previous listening activity.



Let's Explore

I Do:

Show a flashcard with a word and its matching picture.

Say: Listen carefully as I read the word.

The word is **map**. This is a **picture of a map**.

Put the word **map** in the pocket chart. Read the word and put the picture card beside each word.

map



Provide several samples for this activity using previously learned words.

We Do:

Prepare a word search puzzle. Demonstrate how to find and encircle a target word. Then, give each learner a chance to do the same.

Provide several samples for this activity. Use the words learned previously.

We Do:

Prepare a word search puzzle. Show the learners how to do it, and then have each learner circle the word that they see.

s	e	d	h	p
h	i	t	i	n
a	m	a	s	s
m	l	n	a	p
a	p	d	p	a
p	e	n	w	n
m	t	l	h	d

Write all the words on the board. Then read the words with the learners.



Let's Check

Instruct the learners to open their Workbook to **LAS # 14**.

You Do:

Say: Read each word below. Write the number of the matching word on the blank above each picture.



Let's Try at Home

Write the following letters on the board, and then have the learners copy these letters in their Reading notebook. Instruct them to form words using these letters and write those words in their Reading notebook.

m, a, t, e, s, i
l, p, f, h, n



Let's Start - Day 4

Note:

Review Session

This day is intended for the teacher to review past lessons covered so far in the tutorial sessions. For instructions, review the **Notes for the Review Sessions** found in the General Guidelines at the beginning of this Guide.

WEEK 5

(Target Letters o, b, r)

Days 1-2: Oo, Bb and Rr



Materials



Teachers	Learners
- Picture card: octopus - Flashcards: Oo and Bb - Letter flashcards: m, a, t, s, e, i, l, p, f, h, n, o, b - Word strips - Alphabet flashcards - Picture cards - Word chart	- Letter tiles - Reading notebook - Learner's Workbook



Let's Start - Day 1

Letter Name and Sound

The Letters Oo

I Do (Teacher models):

Show a picture of an **octopus**.

Ask: What is in the picture?
Do you know what this is?

Call on volunteers to answer.



Post the picture on the board and write the word **octopus**. Point to the word and ask the learners to say it aloud after you.

Show the letter **Oo** flashcard.

Say: The word **octopus** begins with the letter **Oo**. The sound of **Oo** is /o/. This is the capital or big **O**, and this is the small **o**.

Oo

Model tracing the letter **Oo** on the board with your finger.

We Do (Teacher and learners do it together):

Say: Let's say the name and sound of the letter **Oo** together.

Guide learners to repeat:

This is **Oo** (letter name), and its sound is /o/ (letter sound).

You Do (Learners do it one-by-one):

Ask the learners to say the letter name and sound of the letter **Oo** again. Call the learners one-by-one.

Ask: What is the name of this letter?
What is the sound of the letter **Oo**?

Ask the learners to show how to write the letter **Oo** in the air. (Learners can do the letter tracing on their palm, desk, back of their classmate, or on their folder boards.)

The Letter Bb

Say: Now that we've learned the letter **Oo**, let's discover another letter so we can try to build new words later.

I Do (Teacher models):

Show the letter **Bb**. Display the letter **Bb** on the board or pocket chart, if available.

Bb

Say: This is the letter **Bb**. The sound of **Bb** is **/b/**. This is the capital or big **B**, and this is the small **b**.

Model tracing the letter **Bb** on the board with your finger.

We Do:

Say: Let's say the name and sound of the letter **Bb** together.

Guide learners to repeat:

This is **Bb** (letter name), and its sound is **/b/** (letter sound).

You Do:

Ask the learners to say the letter name and sound of the letter **Bb** again. Call the learners one-by-one.

Ask: What is the name of this letter?
What is the sound of the letter **Bb**?

Ask the learners to show how to write the letter **Bb** in the air. (Learners can do the letter tracing on their palm, desk, back of their classmate, or on their folder board.)

Say: So far, we have discussed two letters: this letter (show **Oo** flashcard) and this letter (show **Bb** flashcard).

Show **Oo**.

Oo

Ask: What is the sound of this letter?

Show **Bb**.

Bb

Ask: What is the sound of this letter?

Let's Go Learn and Do It

Blending and Letter Sound (phoneme) Manipulation

I Do:

Show letter flashcards of **Aa, Ee, Ii, Mm, Ss, Ll, Pp, Ff, Hh, and Nn**.

Say: These are the letters we have learned. Say the sound of each letter again.

Pp Ff Tt Hh
Ss Ii Ee Nn
Ll Mm Aa

Say: This time, let's blend some sounds to make words. The sounds are **/b/**, **/o/**, and **/t/**. When we put them together, they make the word **bot**.

Write the word **bot** on the board, and demonstrate blending the sounds **/b/**, **/o/**, **/t/** to produce **bot**. Then, guide the learners in blending the sounds and then in reading the word out loud.

Review the concept of beginning, middle, and end. Bring out the **b**, **o**, and **t** flashcards and then direct the learners' attention once again to the word **bot**.

Ask: How many sounds do you hear in the word **bot**?

What is the beginning sound of **bot**?

-/b/

What letter makes the **/b/** sound?

letter **b**

Say: **Bot** begins with the **/b/** sound.

Do the same steps for the middle and end sounds of **bot**.

Ask: What letter makes the **/b/** sound? Check if the learners chose the correct letter tile: **b**.

Ask: Where do you hear the sound **/b/** in **bin**?

Ask the learners to put down the letter tile **b** on their desk.

Ask: How about **/i/** in **bin**?

Ask the learners to put the letter tile **i** next to the letter **b**.

Ask: Now, where do you hear **/n/** in the word **bin**?

Ask the learners to place the letter tile **n** next to the letter **i**.

Note: Practice doing this per learner using his/her tiles. The objective is for each learner to identify the sounds of the letters.

You Do:

Have the learners sit in a circle. Play music while they pass a box around. When the music stops, the learner holding the box will pick a folded word strip.

Say: Listen carefully to the word and the sound that I will read from the word strip that you picked. You have to look for the sound that I will say. Use the hand gestures to tell me where the sound is found.

The following may be used for this activity.

/b/ in cob /o/ in on
/b/ in bin /o/ in mop
/b/ in robot /o/ in lot

Note: Make sure that each learner will have a chance to try this activity.



Let's Explore

New Words

We Do:

Ask the learners to get their letter tiles—**b**, **o**, **h**, **n**, **p**, **f**, **m**, **a**, **t**, **e**, **s**, **i**, and **l**.

Say: Listen carefully to the words that I will say. Raise the letter tile that shows the beginning sound of each word.

Here is the list.

olive bee basket
orange ball octopus
oblong banana bell



Let's Check

Word Recognition

You Do:

Task 1

Ask the learners to get their **LAS # 15**.

Ask them to say the name of each picture and then encircle the **beginning letter** of its name.

LEARNING ACTIVITY SHEETS SET 4 DAY 1 LAS 1

Name: _____ Date: _____

Say the name of each picture and encircle the beginning letter of its name.

1. 	o	b
2. 	o	b
3. 	o	b
4. 	o	b
5. 	o	b

Task 2

Ask the learners to get their **LAS # 16**.

Instruct the learners to listen carefully. Read one word from each box, and have them encircle the word they hear.

Sample list of words to read aloud:

1. pot
2. let
3. pen
4. sob
5. bin



Let's Start – Day 2

Review of Letter Sounds

I Do:

Quickly review the letters and sounds learned in the previous session.

Say: Last session, we learned two new letters. Let's Review. I will write these on the board and you will sound it out.

Write the letter Oo and ask: What is the sound of this letter? **/o/**.

Do the same for letter **Bb** – **/b/**.

We Do:

Show pictures of different objects. Let the learners determine if the name of the object starts with the sound of letters **Bb** or **Oo**. Ask the learners to stand if the object's name begins with the sound **/b/** or **/o/** and instruct them to sit down if not.

You may use picture cards for this activity.

You Do:

Ask the learners to share words that begin with the letters **Oo** and **Bb**.

The Letter Rr

I Do:

Show the letter **Rr**. Display the letter **Rr** on the board or pocket chart, if available.

Rr

Say: This is the letter **Rr**. The sound of **Rr** is **/r/**. This is the capital or big **R**, and this is the small **r**.

Model tracing the letter **Rr** on the board with your finger.

We Do:

Say: Let's say the name and sound of the letter **Rr** together.

Guide learners to repeat:

This is **Rr** (letter name), and its sound is **/r/** (letter sound).

You Do:

Ask the learners to say the letter name and sound of the letter **Rr** again. Call the learners one-by-one.

Ask: What is the name of this letter?

What is the sound of the letter **Rr**?

Ask the learners to show how to write the letter **Rr** in the air. (Learners can do the letter tracing on their palm, desk or the back of their classmate.)



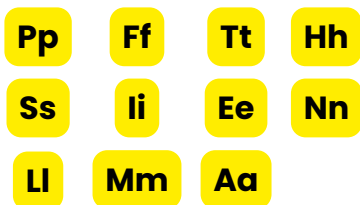
Let's Go Learn and Do It

Blending and Letter Sound (phoneme) Manipulation

I Do:

Show letter flashcards of **Aa**, **Ee**, **Ii**, **Mm**, **Ss**, **Ll**, **Pp**, **Ff**, **Hh**, and **Nn**.

Say: These are the letters that we have learned. Say the sound of each letter again.



Say: Let's blend sounds to make a word. The sounds are /r/, /a/, and /m/. When we put them together, they make the word ram.

Review the concept of beginning, middle, and end.

Give sample cvc words that have the target letter **r** and other previously learned letters **m, a, t, e, s, i, l, p, f, h, n, o,** and **b** to form words. Put the letters on the beginning, middle, or end of the words.

Examples: **bar, far, ran, rat, rip**

We Do:

Let the learners use their letter tiles—**m, a, t, e, s, i, l, p, f, h, n, o, b,** and **r**.

Say: Listen carefully as I say a word.

Listen carefully to each sound in the word. Use your letter tiles to build the word by placing the letters in the correct order.

Ask: For example, the word is **rap**. Where do you hear the sound /r/?

Ask the learners to place the letter **r** at the beginning.

Ask: How about /a/ in the word **rap**?

Ask the learners to place the letter **a** next to the letter **r**.

Ask: Now, where do you hear /p/ in the word **rap**?

Ask the learners to place the letter **p** at the end of the word.

Note: Practice doing this per learner using his/her letter tiles. The objective is for each learner to identify the sound of the letters.

You Do:

Let the learners sit in a circle. Play music while they pass a box around with word strips. When the music stops, the learner holding the box will pick a folded word strip.

Say: Listen carefully to the word that I will read from the word strip that you picked. I will ask where you can hear the sound in the word. Say if you hear the sound in the beginning, middle, or end part of the word.

Read the word aloud twice before asking the learner to respond. Afterward, have the learner read the word on the strip aloud.

Refer to the list below.

/r/ in ribbon /o/ in pot /b/ in bug
/r/ in hammer /o/ in otter /b/ in nib
/r/ in robot /o/ in sob /b/ in lab

Note: Make sure that each learner will have a chance to try this activity.

Let's Explore

New Words

We Do:

Prepare the chart below and read the words. Emphasize the sounds of letters **o, b, r**.

rot	bat	bet
rob	rib	pot
mob	tot	rot
sob	rip	rap
pit	hop	hit

Ask the learners to read after you while you slide your finger under each word.

Ask the learners to choose two words that start with **b** and **r** from the chart.

Ask them to get their letter tiles and let them form these words.

Let the learners practice reading the words that they have formed with a partner.

Read a word from the chart. Call a learner to point to the word that you have read. Do this three to five times or as time permits.

You Do:

Post the following letter flashcards on the board:



Play a game with the learners. Let them work in pairs. Tell them to build the words that you will say using a set of their letter tiles.

List of words that you will say:

bat	rip	pop	hot
bar	rat	mob	not
Ben	rot	ban	pot

Note: You may add more words to the list if time permits.

Let's Check

Word Recognition

You Do:
Show **LAS # 17**.

Ask learners to listen carefully to the words that you will say and underline the word in each set.

List of words that you will say:

1. bat
2. rat
3. rob
4. rap
5. bar

WEEK 5

(Target Letters o, b, r)

Days 3-4: **Oo, Bb, Rr** and **Review**

Materials

Teachers	Learners
- Alphabet cards - Picture cards - Letter tiles - CVC charts - Word chart	- Letter tiles - Reading notebook - Learner's Workbook

Let's Start - Day 3

Review of Letters and Sounds

I Do:
Quickly review the letters and sounds learned in Days 1 and 2.

Show the alphabet flashcard Oo and ask: *What is the name of this letter? Oo. What is the sound of this letter? /o/*

Do the same for letters **Bb** - /b/ and **Rr** - /r/.

bud	banana
onion	orange
bee	rat
octopus	rip
olive	

If the learners finish all the picture cards for the letters **o, b** and **r**, review the previous letters learned (**m, a, t, e, s, l, i, p, f, h, n**).

You Do:
Ask the learners to share words that begin with the letters **Oo, Bb**, and **Rr**.

Let's Go Learn and Do It

Blending and Letter Manipulation (Word Reading)

I Do:
Show the previously learned letters: **m, a, t, s, e, i, l, p, f, h, n, r, o, b**.

Write the word **ten** on the board. Let the learners read the word. You may write the number **ten** on the board.

Change the letter **Tt** to **Bb**. Let the learners read the word. You may show a picture of a boy named **Ben**. Write the word **Ben** on the board. Have the learners read the word.

Ask: *What if we change the letter B to h? What is the new word formed?*

Let the learners read the new word **hen**.

We Do:
Say: *We are going to play a letter-changing game. I will give you a starting word and a letter to change the word. You have to listen carefully and use your letter tiles to create the new word.*

For example, change the letter t in ten to b. What's the new word? (Ben)

Listen carefully, adjust your tiles, and make the new word! Let's try one together.

The starting word is bat. Change the last letter t to g. What is the new word?

Guide learners: *Let's adjust our tiles together. What do we get? b-a-g- bag! Great job!*

You Do:
Say: *Now it's your turn! Start with the word bag. Change the middle letter a to u. What is the new word?"*

Monitor the learners as they use their tiles to form **bug**.

Note: Offer encouragement and feedback: Nice work! You made the word bug. Let's try another one!

Ask the learners to listen to the starting word and the change. Observe the learners as they adjust their tiles to create the new words.

List of words for spelling and word reading:

tan -> ban (change **t** to **b**)
 ban -> bar (change **n** to **r**)
 rib -> rob (change **i** to **o**)
 rob -> sob (change **r** to **s**)
 mat -> met (change **a** to **e**)
 mop -> hop (change **m** to **h**)
 hop -> hot (change **p** to **t**)
 pat -> pet (change **a** to **e**)
 pet -> pit (change **e** to **i**)
 pit -> lit (change **p** to **l**)
 lit -> let (change **i** to **b**)

Note: You may add more words to drill learners, if you have more time. Ensure that each learner gets to read the new word aloud, one by one. Every correct word earns a point.



Let's Explore

Word Reading Practice

We Do:

Prepare a word chart with the following words:

pop	him	lit	rip
ton	top	pot	hen
hit	rob	set	nib
nap	rib	sap	pin

Show the word chart to the learners and ask them to read the words aloud. Say a word from the chart and have them use their tiles to form it.

Check each learner's formed word and practice reading it together.

You Do:

Have the learners play the previous letter-changing game.

Say the following words for learners to form using their letter tiles:

nib, rip, rob, nap, top, pot

Note:

Check all the learners' work and identify those learners who need extra help. Provide additional support on Day 4 or before they complete their LAS.



Let's Check

Word Recognition

We Do/You Do:

Ask the learners to get their **LAS # 18**.

Say: Bring out your Workbook. Get ready to listen carefully as I say some words.

Encircle the Words

Say: I will say a word. Find it on your worksheet and circle it. Listen carefully to the word I say.

Say each word clearly and slowly:

Say: The first word is **pot**. Find **pot** in box no. 1 and encircle it.
 The next word is **rib**. Find **rib** in box no. 2 and encircle it.

Keep going until all the words are read: **net**, **hop**, **fin**.

Read the Words

Say: Now that you've encircled the words, let's read them together. Point to the first word and say it with me: **pot**. Great!

Now, let's move to the next one.

Take a few minutes to practice reading all the words on your own. Point to each word and say it out loud.

Now, let's move to the next one.

Take a few minutes to practice reading all the words on your own. Point to each word and say it out loud.



Let's Try at Home

Practice Reading

Prepare this sheet for practice reading, and ask the learners to paste it on their Reading journal.

Ask the learners to practice reading these words at home.

bat	rip	hot	pop
bar	rot	mob	not
Ben	rat	pot	ban



Let's Start - Day 4

Note:

Review Session

This day is intended for the teacher to review past lessons. For instructions, review the **Notes for the Review Sessions** found in the General Guidelines at the beginning of this Guide.

WEEK 6

(Target Letters **u, d, g, c**)

Days 1-2: **Check-in # 2** and **Uu, Dd**



Materials



Teachers	Learners
- Alphabet flashcards - Letter tiles d, u, o, b, r, h, n, p, f, e, s, i, l, m, a, t - Picture cards - Chart	- Letter tiles - Learner's Workbook



Let's Start - Day 1

Note: CHECK IN #2

This day is intended for the teacher to conduct individual learner assessment. For instructions, review **Check-in Procedures** found in the General Guidelines at the beginning of this Guide.



Let's Start - Day 2

Letter Name and Sound

The Letters Uu

I Do (Teacher models):

Show the letter **Uu**. Display the letter **Uu** on the board or pocket chart if available.

Uu

Say: This is the letter **Uu**. The sound of **Uu** is /u/. This is the capital or big **U**, and this is the small **u**.

Model tracing the letter **Uu** on the board with your finger.

We Do (Teacher and learners do it together):

Guide the learners to repeat:

This is **Uu** (letter name), and its sound is /u/ as in **up** (letter sound).

You Do (Learners do it one-by-one):

Ask the learners to say the letter name and sound of the letter **Uu** again. Call the learners one-by-one.

Ask: What is the name of this letter?
What is the sound of the letter **Uu**?

Ask the learners to write the letter **Uu** in the air. (Learners can do the letter tracing on their palm, desk or the back of their classmate.)

The Letter Dd

Say: Now that we have learned the letter **Uu**, let's discover another letter so we can try to build new words later.

I Do:

Show the letter **Dd**. Display the letter **Dd** on the board or pocket chart if available.

Dd

Say: This is the letter **Dd**. The sound of **Dd** is /d/. This is the capital or big **D**, and this is the small **d**.

Model tracing the letter **Dd** on the board with your finger.

We Do:

Guide the learners to repeat:

This is **Dd** (letter name), and its sound is /d/ as in **dip** (letter sound).

You Do:

Ask the learners to say the letter name and sound of the letter **Dd** again. Call the learners one-by-one.

Ask: What is the name of this letter?
What is the sound of the letter **Dd**?

Tell the learners to write the letter **Dd** in the air. (Learners can do the letter tracing on their palm, desk or the back of their classmate.)

Say: So far, we have discussed two letters: this letter (show **Uu** flashcard) and this letter (show **Dd** flashcard).

Show **Uu**.

Ask: What is the sound of this letter?

Show **Dd**.

Ask: What is the sound of this letter?



Let's Go Learn and Do It

Blending and Letter Manipulation (Word Reading)

I Do:

Show letter flashcards of vowels **Aa, Ee, Ii, Oo, Uu** and consonants **Bb, Dd, Ff, Hh, Ll, Mm, Nn, Pp, Rr, Ss, and Tt**.

Say: These are the letters we have learned. Let's say the letter names and sounds of each letter.

Let's blend sounds to make words. The sounds are /b/, /u/, /d/. When we put them together, they make the word **bud**.

Post the word formed on the board. Guide the learners in blending the sounds and sounding the word out. Review the concept of **beginning, middle, and end**.

Give words that have the target letters- **u, d**, and other previously learned letters **m, a, t, e, s, i, l, p, f, h, n, o, b**, and **r**. Arrange the letters of each word on the **beginning, middle, or end**.

Examples: **up, mud**

We Do:

Let the learners use their letter tiles **d, u, m, a, t, e, s, i, l, p, f, h, n, o, b**, and **r**.

Say: *Listen carefully as I say a word.*

Listen to the sounds of the word. Get the letter tiles that match the sounds. Put each letter in the correct order to form the word.

Ask: *For example, the word is **mud**. Where do you hear the sound /m/?*

Ask the learners to respond through hand gestures. Ask the learners to put the letter tile **m** on their desk.

Ask: *How about /u/ in word **mud**?*

Ask the learners to put the letter tile **u** after the letter **m**.

Ask: *Now, where do you hear /d/ in the word **mud**?*

Ask the learners to place the letter tile **d** after the letter **u**.

Note: Practice doing this per learner using his/her letter tiles or use a game. The objective is for each learner to identify the sound of the letters.

You Do:

Say: *Listen carefully as I say a sound and a word.*

Find where the target sound is in the word. Hold up the matching letter tile, then use the correct gesture to show where you hear the sound. Let's begin!

Note: Make sure that each learner will have a chance to try this activity.

Say the sound and the word twice before asking the child to respond. Refer to the list below.

/u/ in rum /d/ in bud
/u/ in mud /d/ in mud
/u/ in hut /d/ in cud
/u/ in run

Say: *This time, we will focus on the beginning sound of the words. You will raise the letter (using your letter tiles **d, u, p, f, m, a, t, e, s, i, l, h, n, o**, and **b**), when you hear the beginning sound of the word.*

Make sure that each learner gets to try this drill. Refer to the list of words below.

bat rip hot pop
bar rot mob not
Ben rat pot ban

 Let's Explore

We Do:

Support learners as they read the words aloud. Encourage them to focus on the /u/ sound.

Write the following words on the board:

tub rum pup hut run
bun bum fun sub sun

Show picture cards of the following: **run, sun**, and **bud**.

Introduce the sight words: **has, to, the, on**. Write these sight words on the board.

Say: *These are sight words. **Sight words** are words used most often. This is why when you see them you are expected to read them instantly. Most sight words can be sounded out, but there are sight words that you need to memorize like **the**.*

Model how to read each sight word. Then, let learners practice reading them repeatedly.

Practice forming phrases. Read the phrases formed. Have the learners read the phrases.

the bud bug on the bun
to the hut fun in the mud

Help learners form sentences. Read the sentences formed, and then guide the learners afterward.

The pup runs.
Run to the hut.
The man sat in the mud.



Let's Check

You Do:

Show **LAS # 19**.

Have the learners read the words in each box. Tell them to listen to the word you say. Have them draw a star beside that word.

Show **LAS # 20**.

Have the learners work in pairs. Tell them to take turns in reading the phrases aloud. Then, have them underline the phrase that you will read.



Let's Try at Home

Instruct the learners to read the words, phrases, and sentences in **LAS # 21** at home.

I Do:

Show the letter **Ww**. Display the letter **Ww** on the board.

Say: This is the letter **Ww**. The sound of **Ww** is /w/. This is the capital or big **W**, and this is the small **w**.

Ww

Model tracing the letter **Ww** on the board with your finger.

We Do:

Say: Let's say the name and sound of the letter **Ww** together. **Guide the learners to repeat:**

This is **Ww** (letter name), and its sound is /w/ (letter sound).

You Do:

Ask the learners to say the letter name and sound of the letter **Ww** again. Call the learners one-by-one.

Ask: What is the name of this letter?
What is the sound of the letter **Ww**?

Ask the learners to write the letter **Ww** in the air. (Learners can do the letter tracing on their palm, desk or the back of their classmate.)

Let's Go Learn and Do It

Blending and Letter Sound (phoneme) Manipulation

I Do:

Say: We will now learn how to blend sounds with the sounds /w/ and /k/. We will also use other letters to form words.

Show the letter flashcards and review their letter names and sounds before proceeding to blending. Show **w, k, d, g, u, c, o, b, r, h, n, p, f, e, s, i, l, m, a, t**.

Post the flashcards of **w, e**, and **b** on the board.

Say: The letter **Ww** says /w/, like in the word web. Can you say /w/ with me? Post the flashcards of **k, i**, and **d** on the board.

Say: The letter **K** says /k/, like in **kid**. Say /k/ with me.

Show how to blend the letters to form the words **web** and **kid**.

Say: Watch as I blend some letters to make a word.

I'll start with /w/, add /i/, and end with /n/. Listen carefully: /w/ /i/ /n/—win. When we blend the sounds together, we get **win**.

Let's try again. This time, let's change the first letter to **k**. Listen carefully: /k/ /i/ /n/—kin. When we blend the sounds together, we get **kin**.

We Do:

Have the learners bring out their letter tiles: **w, k, u, d, g, c, o, b, r, h, n, p, f, e, s, i, l, m, a, t**.

Say the following words and tell the learners to arrange their letter tiles on their desk to form the word that you will say.

Below is a list of suggested words.

kid, kin, was, wag, win, Kim, Ken

You Do:

Say: Now it's your turn to practice! Using your letter tiles, we will replace some letters to form new words.

Here's the first one: **kit**

Replace /k/ in kit with /b/ to form _____.
Replace /t/ in bit with /d/ to form _____.
Replace /b/ in bid with /k/ to form _____.
Replace /d/ in kid with /n/ to form _____.
Replace /k/ in kin with /w/ to form _____.



Let's Explore

New Words

We Do:

To help the learners be more familiar with words that start with **Kk** and **Ww**, have them play the **Word Search** game.

First, show the following list of words. These are the same words they will find in the puzzle.

**win, web, wet, key,
keg, kin, kid, kit**

Guide the learners in reading the words. Next, have them read out loud the words that start with the letter **w**, and the words that begin with **k** afterward.

Next, have the learners open their workbook to **LAS # 29**, and let them work in pairs.

LEARNING ACTIVITY SHEETS SET 8 DAY 1 LAS 1

Name: _____ Date: _____

WORD SEARCH

Find the words from the list that start with w and k.

Search for W and K words

W	I	N	G	K	I	D	O	N	E	A	W
A	S	W	A	I	E	E	W	E	T	K	A
G	I	K	E	N	D	Y	G	E	O	E	T
W	N	G	I	B	E	Y	B	N	E	G	E
A	D	M	A	T	E	E	K	E	N	F	R

WEEK 6

(Target Letters u, d, g, c)

Days 3-4: **Gg, Cc** and **Uu, Dd, Gg, Cc**



Materials



Teachers	Learners
- Alphabet flashcards - Word flashcards - Picture cards - Chart	- Letter tiles - Learner's Workbook



Let's Start - Day 3

Letter Name and Sound

The Letters Gg

I Do (Teacher models):

Show the letter **Gg**. Display the letter Gg on the board or pocket chart if available.

Gg

Say: This is the letter **Gg**. The sound of **Gg** is /g/. This is the capital or big **G**, and this is the small **g**.

Model tracing the letter **Gg** on the board with your finger.

We Do:

Guide the learners to repeat:

This is **Gg** (letter name), and its sound is /g/ (letter sound).

The Letters Cc

Say: Now that we've learned about the letter **Gg**, let's discover another letter so we can try to build new words later.

Cc

Model tracing the letter **Cc** on the board with your finger.

We Do:

Guide the learners to repeat:

This is **Cc** (letter name), and its sound is /c/ (letter sound).

You Do:

Ask the learners to say the letter name and the sounds of the letter **Cc** again. Call the learners one-by-one.

Ask: What is the name of this letter? What is the sound of the letter **Cc**?

Instruct the learners to show how to write the letter **Cc** in the air. (Learners can do the letter tracing on their palm, desk, or the back of their classmate.)

Say: So far, we have discussed two letters: this letter (show **Gg** flashcard) and this (show **Cc** flashcard).

Show **Gg**.

Ask: What is the sound of this letter?

Show **Cc**.

Ask: What is the sound of this letter?



Let's Go Learn and Do It

Blending and Letter Manipulation (Word Reading)

I Do:

Show the flashcards of vowels **Aa, Ee, Ii, Oo**, and **Uu** and consonants **Mm, Ss, Tt, Ll, Pp, Ff, Hh, Nn, Bb, Rr, Dd, Gg**, and **Cc**.

Say: These are the letters that we have learned. Let's say the letter names and the sound of each letter.

Post the following chart:

Gg	Cc	Uu	Dd
Oo	Rr	Bb	Nn
Pp	Ll	Ii	Ss
Ee	Tt	Mm	Aa
Ff	Hh		

Say: Let's blend sounds to make words. The sounds are /c/, /o/, /g/. When we put them together, they make the word **cog**.

Show a picture of a cog. Using letter flashcards, post the letters c, o, and g on the board. Guide the learners in blending the sounds and reading the word aloud. Give more examples as needed using the letters on the chart.

Review the concept of **beginning**, **middle**, and **end**.

Give sample words that have the target letters **g, c, u**, and **d**, and other previously learned letters **m, a, t, e, s, i, l, p, f, h, n, o, b**, and **r** to form words.

Examples: **cub, bug**

We Do:

Let the learners use their letter tiles **p, f, m, a, t, e, s, i, l, h, n, o, b, r, u, d, g**, and **c**.

Say: Listen carefully as I say a word. Listen to the sounds of the word. Get the letter tiles that make the given sounds. Put each letter in the correct order.

We Do:

Let the learners use their letter tiles **p, f, m, a, t, e, s, i, l, h, n, o, b, r, u, d, g**, and **c**.

Say: Listen carefully as I say a word. Listen to the sounds of the word. Get the letter tiles that make the given sounds. Put each letter in the correct order.

Ask: For example, the word is **cub**. Where do you hear the sound /c/?

Ask the learners to use the hand gestures to respond. Ask the learners to put the letter tile **c** at the beginning.

Ask: How about /u/ in **cub**?

Ask the learners to put the letter tile **u** in the middle.

Ask: Now, where to hear /b/ in the word **cub**?

Ask the learners to place the letter tile **b** at the end.

Note: Practice doing this per learner using his/her letter tiles or use a game. The objective is for each learner to identify the sound of the letters. You may also start with the middle sound or end sound.

You Do:

Say: Listen carefully as I say a sound and a word. Find out where you hear the sound in the word. Choose the letter tile that makes that sound. Place the letter in the correct order. Let's begin!

Note: Make sure that each learner will have a chance to try this activity.

Say the sound and the word twice before asking the learners to respond. Refer to the list below.

/c/ in **cub**
/c/ in **cup**
/g/ in **gum**
/g/ in **pug**

Say: This time, we will focus on the end sound of the words. You will raise the letter (using your letter tile **p, f, m, a, t, e, s, i, l, h, n, o, b, r, u, d, g, or c**), when you hear the end sound of every word I will say.

Make sure that each learner gets to try this drill. Refer to the list of words below, you may add more words that the learners are familiar with.

up	rug	run	tub	bud
bun	sun	mug	hut	fun
cub	bug	gum	nut	hug
tug	pug	mud	pup	bus

Let's Explore

New Words

We Do:

Prepare a word chart with the following words:

cub	bug	gum	gut	hug
tug	pug	mud	rug	

Prepare pictures of the following: **cub**, **pug**, and **gum**. Call on learners to point the correct words that you will say.

Say the following:

cub bug gum

Review the sight words: **has, to, the, on, and**.

Write these sight words on the board. Review what sight words are. Model how to read each sight word. Then, let the learners practice reading them repeatedly.

Guide the learners in forming phrases using sight words and previously learned words. Have them read the phrases formed.

a gum
pug and cub
bug on the bun
pug on the rug

Guide the learners in forming sentences. Have them read the sentences formed.

The lad has a gum.
The man has a pug and a cup.
The big bug is on the bun.
The pug is on the rug.



Let's Check

You Do:

Show **LAS # 22**.

Instruct the learners to look at each picture and write the missing letter to complete the word.

Show **LAS # 23**.

Instruct the learners to look at each picture and write the missing letter to complete the word.



Let's Try at Home

Have the learners practice reading the words formed in **LAS # 22** at home.

Show **LAS # 24**.

Have the learners practice reading the phrases and sentences at home.

Let's Start - Day 4

I Do:

Review the names and sounds of letters **Uu**, **Dd**, **Gg**, and **Cc**. Show each flashcard of the letters and say the sound.

Emphasize that the letter **Uu** is also used as a middle letter like in CVC words. Guide the learners to sound out each letter in the words and decode the words.

Sample Words

dug = /d/ /u/ /g/
gum = /g/ /u/ /m/
gut = /g/ /u/ /t/
gum = /g/ /u/ /m/
bug = /b/ /u/ /g/

We Do:

Say: Here are the words we've learned. Listen as I read each word, and later I will ask you to read aloud with me and then read one-by-one and by group.

Post the following chart:

up	rug	run	tub	bud
bun	sun	mug	hut	fun
cub	bug	gum	nut	hug
tug	pug	mud	pup	bus

You Do:

Ask the learners to read the words in the chart.

up	rug	run	tub	bud
bun	sun	mug	hut	fun
cub	bug	gum	nut	hug
tug	pug	mud	pup	bus

Let's Go Learn and Do It

Picture Puzzle

I Do:

Create a puzzle out of the picture card of a duck with a gold can.



Say: Help me fix the pieces of the puzzle.

Ask the learners to identify what is in the picture.

Ask: What picture did you form?

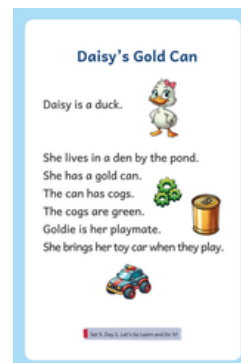
Say: This is a picture of a **duck**.

Ask: What is the beginning sound you hear in the word **duck**? - /d/.

Can you give other words that begin with letter **Dd**?

What other sounds have we learned this week?

Listening to a Story: Daisy's Gold Can



We Do:

After reading the story, ask the following questions:

Who is the duck?

Where does Daisy live?

What does Daisy have?

Who is her playmate?

Identifying Words that Begin with /d/, /g/, and /c/ Sounds

Say: From the story, can you tell me words that begin with /d/, /g/, and /c/?

Post the following chart on the board:

Dd	Gg	Cc
Daisy	gold	can
duck	Goldie	cogs
		car

Read the words in each column and have the learners repeat after you.

You Do:

Let the learners give the sound of the letter and read the words under each sound.

/d/	/g/	/c/
Daisy	gold	can
duck	Goldie	cogs
		car

Show the picture cards of the following:

can, car, duck, cogs

Call some learners to point the word that shows each picture.

Let's Explore

We Do:

Show the text "Daisy's Gold Can." Have the learners listen as you read the text once again. Then, guide them in reading the story aloud afterward.

Ask: Can you point out the words in the text that begin with /d/, /g/, and /c/ sounds?

in a den
has a gold can
has cogs
a toy car
Daisy is in a den
Daisy has a gold can
The can has cogs
Goldie has a toy car

Guide the learners in reading the phrases and sentences.

You Do:

Let the learners read the phrases and sentences.



Let's Check

You Do:

Show **LAS # 25**.

Tell the learners to replace the underlined letter with the given letter and write the new word on the line. Have them read the new words aloud afterward.

Show **LAS # 26**.

Tell the learners to listen carefully as you read all the words. Then, you will choose a word in each box and read it aloud. Have the learners encircle it.



Let's Try at Home

Show **LAS # 27**.

Ask the learners to form five different words from the given letters. Letters may be repeated.

Show **LAS # 28**.

Have the learners practice reading the words, phrases, and sentences at home.

in a den
has a gold can
has cogs
a toy car
Daisy is in a den
Daisy has a gold can
The can has cogs
Goldie has a toy car

WEEK 7

(Target Letters w, k, j, x, v, y)

Days 1-2: **Ww, Kk** and **Jj, Xx**



Materials



Teachers	Learners
- Word chart - Alphabet flashcards - Letter tiles - Picture cards - Charts	- Reading notebook - Learner's Workbook



Let's Start - Day 1

Letter Name and Sound

The Letters Kk

I Do (Teacher models):

Show the flashcard of the letter **Kk**. Display the letter **Kk** on the board or pocket chart if available.

Kk

Say: This is the letter **Kk**. The sound of **Kk** is /k/. This is the capital or big **K**, and this is the small **k**.

Model tracing the letter **Kk** on the board with your finger.

We Do (Teacher and learners do it together):

Say: Let's say the name and sound of the letter **Kk** together. **Guide learners to repeat:**

This is **Kk** (letter name), and its sound is /k/ (letter sound).

You Do (Learners do it one-by-one):

Ask the learners to say the letter name and sound of the letter **Kk** again. Call the learners one-by-one.

Ask: What is the name of this letter?
What is the sound of the letter **Kk**?

Ask the learners to write the letter **Kk** in the air. (Learners can do the letter tracing on their palm, desk, back of their classmate, or on their folder board.)

The Letter Ww

Say: Now that we've learned the letter **Kk**, let's discover another letter so we can try to form new words later.

Note: Show how word search is done before letting the learners do it themselves.

Words in the puzzle:

**win, web, wet,
key, keg, kin, kid, kit**

Bonus word: **water**

Note: Show pictures of the words and briefly explain the meaning of each that the learners might not be familiar with.

Say: We are going to play the Word Search game. You need to find the words that start with **w** and **k**. Encircle the words.

After the game, guide the learners in reading the words.

We Do:

Write the following sight words on the board:

the to has on in

Remind the learners what sight words are. Guide the learners in reading the sight words.

Write the following phrases on the board, and read each one with the learners.

Say: I will show you simple phrases. Let's practice reading them aloud.

the king
on the web
has wet keys
a kit in the bag
on the mat

Say: I will show you simple sentences, and let's practice reading them aloud.

The king has keys.
The bag is wet.
The kit is on the mat.



Let's Check

Word Recognition

You Do:

Present **LAS # 30**.

Say: Listen to the word that I will say. Then, write the missing **beginning** letter in each word.

Say the following words:

**web, wet, keg, kin, kit,
win, wag, kid, wed, wig**

Present **LAS # 31**.

Say: Listen to the word that I will say. Rearrange the given letters to form the correct word.

Say the following words:

kit, wet, keg, kid, win

Then have the learners read the newly formed words aloud, one by one.



Let's Start - Day 2

Letter Name and Sound

The Letters Jj

I Do (Teacher models):

Show the letter **Jj**. Display the letter **Jj** on the board.

Jj

Say: This is the letter **Jj**. The sound of **Jj** is /j/. This is the capital or big **J**, and this is the small **j**.

Model tracing the letter **Jj** on the board with your finger.

We Do:

Say: Let's say the name and sound of the letter **Jj** together.

Guide learners to repeat:

This is **Jj** (letter name), and its sound is /j/ (letter sound).

You Do:

Ask the learners to say the letter name and sound of the letter **Jj** again. Call the learners one-by-one.

Ask: What is the name of this letter?

What is the sound of the letter **Jj**?

Ask the learners to write the letter **Jj** in the air. (Learners can do the letter tracing on their palm, desk or the back of their classmate.)

The Letter Xx

Say: Now that we've learned the letter **Jj**, let's discover another letter so we can try to build new words later.

I Do:

Show the letter **Xx**. Display the letter **Xx** on the board.

Say: This is the letter **Xx**. The sound of **Xx** is /ks/ or /s/. This is the capital or big **X**, and this is the small **x**.



CHECK-IN # 4

LITERACY SKILLS INVENTORY (Letters, Syllables, Words, Phrases, and Sentences for Emerging Reader)																														
Teacher Scoring Sheet for Check-In #4 (Template for manual record keeping, automated worksheet will be provided)																														
Learner's Name	Task 1 (Letters)						Task 2 (Syllables)						Task 3 (Words)						Task 4 (Phrases)				Task 5 & 6 (Sentences and Q&A)				Overall Score	Testing Time		
	w	Y	e	Z	x	Total	r	yo	ya	oy	ay	Total	take	date	bike	home	cute	ride	Total	p 1	p 2	p 3	Total	s 1	Q 1	s 2			Q 2	Total

Xx

Model tracing the letter **Xx** on the board with your finger.

Show the learners pictures of the following: **fox**, **box**, and **ax**.

Have the learners name the pictures. Write the words on the board.

Explain to the learners that unlike the other letters, the sound of **Xx** is often heard at the end of the word. The ending sound is **/ks/** as in **box**.

Say: But **Xx** can also be heard in the beginning part of a word. The beginning sound is **/s/** as in **xylophone**.

Ask the learners to produce the beginning sound of **Xx** and then its final sound.

We Do:

Say: Let's say the name and the sound of the letter **Xx** together.

Guide learners to repeat:

This is **Xx** (letter name), and its sounds are **/ks/** for the **ending sound** and **/s/** for the **beginning sound**.

You Do:

Ask the learners to say the letter name and sound of the letter **Xx** again. Call the learners one-by-one.

Ask: What is the name of this letter? What are the sounds of the letter **Xx**?

Ask the learners the beginning and the ending sound of **Xx**. (Beginning sound - **/s/**, ending sound - **/ks/**).

Tell the learners to write the letter **Xx** in the air. (Learners can do the letter tracing on their palm, desk, back of their classmate, or on their folder board.)

Let's Go Learn and Do It

Blending and Letter Sound (phoneme) Manipulation

I Do:

Use flashcards and post them on the board.

Say: Let's blend sounds to make words. The sounds are **/j/**, **/e/**. When we put them together, they make the nonword **je**.

If we put **/t/** at the end, what word do we have? - **jet**

Show the word and sound it out.

Say: The sounds are **/j/**, **/a/**. When we put them together, they make the nonword **ja**.

If we put **/m/** at the end, what word do we have? - **jam**

Show the word and sound it out.

Say: Let's listen to the ending sound of the words and change their beginning or middle sound to form new words.

box - if we change **b** to **f**, we now have - **fox**

fox - if we change **o** to **i**, we now have - **fix**

Read the words formed to the learners.

We Do:

Put the following jumbled letters on the board, and let the learners rearrange them to form words with **j** and **x**.

xfi - fix
xa - ax
raj - jar
etj - jet
xim - mix
awx - wax

Call two learners at a time. The first learner who gets the correct answer will get a point. The learners will read the words formed.

You Do:

Tell the learners to raise the correct letter tile to show their answer.

Ask: What letter makes the **/j/** sound? What letter makes the **/ks/** sound at the end of a word?

Ask the learners to stand. Tell them that you will say some words. Say that they have to clap twice if they hear the sound of **x** at the end part of each word.

If they do not hear the sound **/ks/** at the end of each word, they have to stomp their right foot twice.

Say the following words:

box jet kit jam fox fix wax

Say: This time, bring out your letter tiles **j, x, u, d, g, c, o, b, r, h, n, p, f, e, s, i, l, m, a, t**. Listen carefully to the word that I will say. On your desk, form the word that I will say using your letter tiles.

The **first** learner who gets the correct word will get a point.

Say the following words:

box jog jet six fax jug

After the activity, write the words on the board and have each learner read the words aloud. Then, write the following sight words on the board:

and is of down

Review what sight words are. Give the meaning of these words. Guide the learners in reading the list.

Let's Explore

New Words

We Do:

Post the short story Jaguar's Box on the board and read it. Emphasize the words that have the letters j and x.

Say: I will read a short story. Listen carefully and look out for the words that have the letters **j** and **x** in them.

Jaguar's Box

Fox delivered a box for Jaguar. It was a box full of jars.

One jar had jellybeans. The other jar had tiny jeeps in different colors.

There was also a jar filled with magic wax. One blue jar contained sweet jam.

Another jar had toys like axes and swords.

Jaguar was very happy to receive the gift from Fox.

Call on volunteers to circle the words with **j** or **x**. Guide the learners in reading the circled words.

You Do:

Write the following sight words on the board:

and is of down
the to has on in

Explain the meaning of these words and give examples.

Ask the learners to bring out their Reading notebook.

Ask them to make phrases using the circled words from the story and the sight words given. Tell them to write their phrases on their notebooks.

Guide the learners in reading the phrases they formed.

Sample answers:

fox in the box
jar of wax
the jam in the jar

Write the following sentences on the board:

The fox has a box.
The jar is in the box.
The jam is in the jar.

Guide the learners in reading the sentences.

Let's Check

We Do/You Do:

Provide the following for practice reading. Make sure that each learner gets to read these out, one by one.

Write the following on a chart and post it on the board.

box tax ax jam jig
wax mix jet jug jog

fox in the box
jar of wax
the jar and jam
The fox has a box.
The jar is in the box.
The jam is in the jar.

Guide the learners in reading the words, phrases, and sentences.

You Do:

Present **LAS # 32**.

Tell the learners to listen as you say the word in each row. Have them encircle that word.

Say the following words:

wax, ax, jam, box, jug

Present **LAS # 33**.

Ask the learners to write two phrases using the given words:

and, is, of, down, the, to, has, on
in, box, fox, jam, jar, jelly

WEEK 7

(Target Letters **w, k, j, x, v, y**)

Days 3-4: **Ww, Kk, Jj, Xx**
and **Check-in #3**



Materials



Teachers	Learners
- Alphabet - word flashcards - Charts	- Letter tiles - Reading notebook - Learner's Workbook



Let's Start - Day 3

Review and Practice of Letter Sounds and New Words

I Do:

Display the target letters and words on the board. You can use the alphabet cards and word cards from your previous sessions.

Say: Let's review the letters and words we've learned. This is the letter **Jj**. Its sound is /j/.

Ask the learners to repeat after you. Do the same step for letters **Kk, Ww, and Xx**.

We Do:

Use the words learned from yesterday and ask each learner to read them. Do this quick drill with the learners, one at a time. Make sure to shuffle the order after each learner has correctly read all.

kin fox wet jar

Note: If the learner is having a hard time reading the words, help the child slowly sound out the letters, and slide them to properly read the words.

Examples:

/w/ /e/ /t/ = wet
/j/ /a/ /r/ = jar

You Do:

Show the following picture cards and ask each learner to name the **beginning sound**:

king, kid, kite, key, watch,
water, win



Let's Go Learn and Do It

Blending and Word Reading

I Do:

Present the chart with the following words:

kit wig wet win wag
kid Kim Ken jar jam
box fox fix mix six

Read the words out loud and emphasize on the sounds of **w, k, j, and x**.

We Do:

Ask the learners to get their letter tiles. Remove the chart presented and read each word out loud.

Say: Now that we have read the list of new words, let's try to form these words using our letter tiles. Listen carefully to each word that I will say and try to form them on your desk.

As you say the word, learners must form the word using their letter tiles. Ask the learners to read out the word, taking turns with a partner.

You Do:

Present the jumbled words chart below. Let learners work in pairs and ask them to rearrange the letters to form the correct words.

The **first** pair to finish correctly wins.

Ask the learners to read out the words they formed, taking turns with their partner. Ask them to guess what the word means in their L1.

ofx = fox
ikd = kid
sxi = six
gek = keg
maj = jam
bwe = web
tej = jet

You Do:

Use the words from the previous activity and ask each learner to read them. Give a chance to each learner. Let them read one at a time.

fox, kid, six, keg, jan, web, jet



Let's Explore

Blending Practice Reading - New Words, Phrases and Sentences

We Do:

Post the following story chart on the board.

Pointing to the story chart, say: I will read a short story. Listen carefully and look out for the words that have the letters **k, w, j** and **x**.

Jana, Xander, and Ken went to the woods to find a waterfall.

They **saw** a **wooden box** with a **key** on it. Inside the **box**, they found a map.
The map **showed** a **well** and the **waterfall**.

They **followed** the map and heard **water** in the **woods**.

They **saw** a **well** with a sign that said, "**Welcome. Make a Wish.**"

Then, they heard the loud sound of the **waterfall**.

Jana, Xander, and Ken ran to see it. The **waterfall** was big, and the **water** rushed fast.

"**What a sight!**" they said.

Ask the learners to circle the words with the letters **k, j, x, and w**. Read out the words and have the learners repeat after you.

Write the following sight words on the board. As an alternative, you can prepare a simple word chart.

and is of down
the to has on in

Practice reading the sight words with the learners. Explain the meaning of each word and how they are used. Give examples.

Write the following phrases on the board. Read out each phrase and have the learners repeat after you.

a key
in the woods
a map and box
to the well
the wish

Write the following sentences on the board. Read out each sentence and have the learners repeat after you.

A map is in the box.
A fox is in the woods.
The key is wet.

You Do:

Ask the learners to form two phrases using the words and sight words learned. Ask them to use their Reading notebook for this exercise.

Give them time to read out the phrases they formed.



Let's Check

You Do:

Present **LAS # 34**.

Ask the learners to box the words with the target letter on the left.

LEARNING ACTIVITY SHEETS SET 6 DAY 3 LAS 1

Name: _____ Date: _____

In Column B, circle the words that contain the letter shown in Column A.

Column A	Column B
Xx	box wax jet
Jj	jug mix jar
Kk	fox kit kid
Ww	wet wax tax

Present **LAS # 35**.

Ask the learners to fill in the missing letter to complete the name of the picture.

Complete the names of the following pictures.

		
j _ _ t	b _ o _	_ _ a _ m
		
w _ _ x	a _ _	



Let's Try at Home

Present **LAS # 36**.

Have learners write CVC words that can be formed with the given letters.

List down 10 CVC words that can be formed with the given letters. Letters can be repeated.

m a t s e i l p f h u g c x w k

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Let's Start - Day 4

Note:

CHECK IN #3

This day is intended for the teacher to conduct individual learner assessment. For instructions, review **Check-in Procedures** found in the General Guidelines at the beginning of this Guide.

WEEK 7

(Target Letters w, k, j, x, v, y)

Day 5: **Vv, Yy**



Materials



Teachers	Learners
- Alphabet flashcards - Letter tiles - Word chart - Picture cards	- Letter tiles - Reading notebook - Learner's Workbook



Let's Start - Day 5

Letter Name and Sound

The Letters Vv

I Do (Teacher models):

Show the letter **Vv**. Display the letter **Vv** on the board.

Vv

Say: This is the letter **Vv**. The sound of **Vv** is /v/. This is the capital or big **V**, and this is the small **v**.

Say: This is the letter **Vv**. The sound of **Vv** is /v/. This is the capital or big **V**, and this is the small **v**.

Model tracing the letter **Vv** on the board with your finger.

We Do (Teacher and learners do it together):

Say: Let's say the name and sound of the letter **Vv** together.

Guide learners to repeat:

This is **Vv** (letter name), and its sound is /v/ (letter sound).

You Do (Learners do it one-by-one):

Ask the learners to say the letter name and sound of the letter **Vv** again. Call the learners one-by-one.

Ask: What is the name of this letter?
What is the sound of the letter **Kk**?

Instruct the learners to write the letter **Kk** in the air.

Ask: What is the name of this letter?
What is the sound of the letter **Vv**?

Ask the learners to write the letter **Vv** in the air. (Learners can do the letter tracing on their palm, desk or the back of their classmate.)

The Letter Yy

Say: Now that we have learned the letter **Vv**, let's discover another letter so we can try to form new words later.

Show the letter **Yy**. Display the letter **Yy** on the board.

Yy

Say: This is the letter **Yy**. The sound of **Yy** is /y/. This is the capital or big **Y**, and this is the small **y**.

Model tracing the letter **Yy** on the board with your finger.

Let's Go Learn and Do It

Blending and Letter Sound (phoneme) Manipulation

I Do:

Say: We will now learn how to blend sounds with the letters **v** and **y**. We will also use other letters to form words.

Show the letter flashcards and review their letter names and sounds before proceeding to blending. Show **v, y, w, k, j, k, u, d, g, c, o, b, r, h, n, p, f, e, s, i, l, m, a, t**.

Post the flashcards of **v, a**, and **n** on the board.

Say: The letter **Vv** says /v/, like in the word **van**. Can you say /v/ with me?

Post the flashcards of **y, a**, and **m** on the board.

Say: The letter **Yy** says /y/, like in **yam**. Say /y/ with me.

Show how to blend the letters to form the words **van** and **yam**.

Say: Watch as I blend some letters to make a word. I'll start with /v/, add /a/, and end with /n/. Listen carefully: /v/ /a/ /n/—**van**. When we blend the sounds together, we get **van**.

Let's try again. This time, let's change the first letter to **f**. Listen carefully: /f/ /a/ /n/—**fan**. When we blend the sounds together, we get **fan**.

We Do:

Have the learners bring out their letter tiles: **v, y, w, k, j, k, u, d, g, c, o, b, r, h, n, p, f, e, s, i, l, m, a, t**.

Say the following words and tell the learners to arrange their letter tiles on their desk to form the word that you will say.

Below are some list of words.

vet, yam, yes, Vin, yen, yap

You Do:

Say: Now it's your turn to practice! Using your letter tiles, we will replace some letters to form new words.

Here's the first one: **vet**.

Replace /v/ in vet with /m/ to form _____.
Replace /m/ in met with /s/ to form _____.
Replace /s/ in set with /j/ to form _____.
Replace /t/ in jet with /d/ to form _____.
Replace /j/ in Jed with /w/ to form _____.

Here's the second one: **yam**.

Replace /y/ in yam with /S/ to form _____.
Replace /S/ in Sam with /f/ to form _____.
Replace /m/ in fam with /n/ to form _____.
Replace /a/ in fan with /i/ to form _____.
Replace /n/ in fin with /t/ to form _____.



Let's Explore

New Words

We Do:

Ask the learners to stand. Tell them to listen carefully as you say a set of two words.

Tell them to **clap** if the **first** word has the /v/ sound and **stomp** their foot if the **second** word has the /v/ sound. Those who give a wrong answer will sit down. The **last** one standing wins.

Do the same activity for the sound /y/.

Tell them to **clap** if the **first** word has the /y/ sound and **stomp** their foot if the **second** word has the /y/ sound. Those who give a wrong answer will sit down. The **last** one standing wins.

yarn, barn (clap)
best, yam (stomp)
yard, card (clap)
yawn, mown (clap)
bell, yell (stomp)
sum, yum (stomp)
yoyo, solo (clap)
say, gap (stomp)
soy, son (stomp)
May, mat (stomp)

You Do:

Introduce the sight words: **under, this, that, are, is**.

Write these sight words on the board. Read them and let the learners practice reading them repeatedly. Explain the meaning of these words and give examples.

this kid that jet
are fun under the van
that yam in the yard

Practice forming sentences. Read the sentences formed.

That kid is sad.
Ben and Vin hop on the bus.
Yeti, the pet, will see a vet.
That rat ran under the bed.
The jam and yam are yum!



Let's Check

You Do:

Present **LAS # 37**.

Say: Write words that rhyme with the given words.

yak
yam
vet
van
yet

WEEK 8

(Target Letters v, y, z, q)

Days 1-2: **Zz, Qq** and **Vv, Yy, Zz, Qq**



Materials



Teachers	Learners
- Letters Zz and Qq flashcards - Letter tiles - Word chart - Picture cards - Alphabet flashcards	- Reading notebook - Learner's Workbook - Letter tiles



Let's Start - Day 1

Letter Name and Sound

The Letters Zz

I Do (Teacher models):

Show the letter **Zz**. Display the letter **Zz** on the board.

Zz

Say: The sound of **Zz** is /z/. This is the capital or big **Z**, and this is the small **z**.

Model tracing the letter **Zz** on the board with your finger.

We Do:

Say: Let's say the name and sound of the letter **Zz** together.

Guide the learners to repeat:

This is **Zz** (letter name), and its sound is /z/ (letter sound).

You Do:

Ask the learners to say the letter name and sound of the letter **Zz** again. Call the learners one-by-one.

Ask: What is the name of this letter?
What is the sound of the letter **Zz**?

Tell the learners to write the letter **Zz** in the air. (Learners can do the letter tracing on their palm, desk, back of their classmate, or on their folder board.)

The Letter Qq

Say: Now that we've learned the letter **Zz**, let's discover another letter so we can try to build new words later.

I Do:

Show the letter **Qq**. Display the letter **Qq** on the board.

Qq

Say: This is the letter **Qq**. The sound of **Qq** is /q/. This is the capital or big **Q**, and this is the small **q**.

Model tracing the letter **Qq** on the board with your finger.

We Do:

Say: Let's say the name and sound of the letter **Qq** together.

Guide the learners to repeat:

This is **Qq** (letter name), and its sound is /q/ (letter sound).

You Do:

Ask the learners to say the letter name and sound of the letter **Qq** again. Call the learners one-by-one.

Ask: What is the name of this letter?
What is the sound of the letter **Qq**?

Insturct the learners to write the letter **Qq** in the air. (Learners can do the letter tracing on their palm, desk or the back of their classmate.)

Let's Go Learn and Do It

Blending and Letter Sound (phoneme) Manipulation

I Do:

Say: We will now learn how to blend sounds using /z/ and /q/. We will also use other letters to form words.

Show the letter flashcards and review their letter names and sounds before proceeding to blending. Show **z, q, v, y, w, k, d, g, u, c, o, b, r, h, n, p, f, e, s, i, l, m, a, t**.

Say: The letter **Qq** says /q/, like in **queen**. Say /q/ with me.

Show the learners how to make a word by blending some letters.

Say: Watch as I blend some letters to make a word. Always remember that the letter **q** is always followed by the vowel letter **u**.

Post the flashcards **q, u, i**, and **t** on the board.

Say: I'll start with /q/, add /u/, add /i/, and end with /t/. Listen carefully: /q/ /u/ /i/ /t/—**quit**. When we blend the sounds together, we get **quit**.

Post the flashcards **z, i**, and **p** on the board.

Say: Let's have another one. Listen carefully: /z/ /i/ /p/— **zip**. When we blend the sounds together, we get **zip**.

We Do:

Ask the learners to use their letter tiles. Say the following words and tell the learners to arrange their letter tiles to form the word that you will say.

zap, zip, quad, quip, zen

You Do:

Say: Now it's your turn to practice! Using your letter tiles, replace some letters to form new words.

First, form the word **zip**.

Replace /p/ in zip with /g/ to form _____.
Replace /i/ in zig with /a/ to form _____.
Replace /z/ in zag with /w/ to form _____.
Replace /g/ in wag with /s/ to form _____.
Replace /w/ in was with /g/ to form _____.

Let's Explore

New Words

We Do:

Present pictures of CVC words.

Call on learners who can identify the pictures on the list. Divide the class into 3-4 groups and have them write the words on their folder board.

Check the words listed by each group afterwards.

Sample Words

jug	kit	wax
van	vat	yak
yam	zap	zip
	quiz	

You Do:

Write some sight words on the board. Guide the learners in reading out these sight words.

with for you at

Write the following phrases on the board and read each one with the learners.

Say: *I will show you simple phrases with words and let's practice reading them aloud.*

with red bow
for Zita
for you
at the van

Say: *I will show you simple sentences and let's practice reading them aloud.*

This box is for you.
The queen has a yellow bag
with a red zipper.
The hut is zen and quiet.
The duck quacks at the quail.



Let's Check

Have the learners read and write the new words in their Reading notebook.

van	yam	zap
quit	yet	vet
Vin	queen	yak
zip	vat	yes

LAS # 38

Have the learners get their **LAS # 38**. Instruct them to read the sentences and then answer the questions.

LAS # 39

Have the learners get their **LAS # 39**. Instruct them to read the sentences and write **T** for true statements and **F** for false.



Let's Start - Day 2

Review and Practice of Letter Sounds

I Do:

Show the letter flashcards and review their letter names and sounds before proceeding to blending. Show **w, k, j, k, u, d, g, c, o, b, r, h, n, p, f, e, s, i, l, m, a, t, v, y, z, and q.**

We Do:

Let the learners repeat the name and sound of the letter being shown in the flashcard.

You Do:

Once all the letters are reviewed, shuffle the flashcards. Then, call one learner at a time and show one flashcard. Let the learner name the letter and produce its sound.



Let's Explore

Blending and Word Reading (CVCC)

I Do:

Say: *We will now review how to blend letter sounds to form words.*

*I'll start with /h/, add /a/, add /n/, and end with /d/. Listen carefully: /h/ /a/ /n/ /d/—hand. When we blend the sounds together, we get the word **hand**.*

*Let's try again. This time, change the first letter with /b/. Listen carefully: /b/ /a/ /n/ /d/—band. When we blend the sounds together, we get the word **band**.*

We Do:

Ask the learners to use their letter tiles. Say the following words and tell the learners to arrange their letter tiles to form the word that you will say.

Below are some list of words.

wand, pink, back, dent

You Do:

Say:

Now it's your turn to practice! Using your letter tiles, replace some letters to form new words.

*Here's the first one: **belt**.*

Replace **/b/** in belt with **/f/** to form _____.
Replace **/f/** in felt with **/m/** to form _____.

*Here's the second one: **palm**.*

Replace **/p/** in palm with **/c/** to form _____.
Replace **/c/** in calm with **/b/** to form _____.

Here's the third one: **tent**.

Replace **/t/** in tent with **/w/** to form _____.
Replace **/w/** in went with **/b/** to form _____.

New Words, Phrases, and Sentences

We Do:

Post the short story on the board and read it. Emphasize the words that have the sounds **/v/**, **/y/**, **/z/**, and **/q/**.

Say: *I will read a short story. Listen carefully and look out for the words that have the letters **v**, **y**, **z**, and **y** in them.*

Ana: What is your favorite color?
Ben: My favorite color is yellow. How about you?
Ana: My favorite color is red. What is your favorite food?
Ben: My favorite food is yam. Do you also like it?
Ana: Yes!

Ana: How was your visit at the zoo?
Ben: It was nice. I saw a vulture.
Ana: Wow! Did you see the machine that looks like a vacuum? It looks scary to me.
Ben: Oh, that is their filter.
Ana: There were lots of gigantic things there. There was even a vase.
Ben: I saw that too!

Ask the learners to name words with the sounds of **v**, **y**, **z**, and **q** from the story. Write the following sight words on the board. As an alternative, you can prepare a simple word chart.

Guide the learners in reading the sight words.

you, my, me, I

Explain the meaning of these words and how they are used. Give examples.

Write the following phrases on the board and read it. Practice reading the phrases with the learners.

me and my pet duck
a gift for me
wand under my van
my pink wand

Write the following sentences on the board and read them. Guide the learners in reading them out.

My dog and I went to the park.
I saw my cat under my van.
I felt the wind.
That gift is for me.
The box has sand.

You Do:

Ask the learners to form two phrases using the words and sight words learned. Ask them to write them on their Reading notebook.

Give them time to read out the phrases they formed.



Let's Check

Present **LAS # 40**. Have the learners read the words out loud in partners or triads.

Have the learners get their **LAS # 41**. Tell them to read and draw the phrases.

WEEK 8

(Target Letters CVC to Magic E)

Days 3-4: CVC to Magic E



Materials

Teachers	Learners
• Word charts • Story chart: The Rose • Story chart: "Hope" • Alphabet flashcards • Word flashcards • Story chart: "The Sad Mule"	• Reading notebook • Learner's Workbook



Let's Start - Day 3

I Do:

Show the **a**, **e**, **i**, **o**, and **u** flashcards to the learners one at a time. Ask the learners to name the letters.

Give the sound of the vowel after a learner correctly gives the name of each letter.

Say: Did you know that the vowels **a, e, i, o,** and **u** use their vowel name when used in some words?

Show sample CVC words that turn their middle letter sound to long vowel sound when you add the magic **e**. Write the following on the board:

cape Pete kite pope cube

Instruct the learners to listen carefully as you read each word out loud.

We Do:
Read the words to the learners and explain that adding an **e** at the end of CVC words allows the vowel's name to be said.

Say: I will read the words. Then repeat after me.

a in **cape** = cap + e
e in **Pete** = Pet + e
i in **kite** = kit + e
o in **pope** = pop + e
u in **cube** = cub + e

You Do:
Post the chart on the board.

Say: Let us read more words with magic **e**.

Guide the learners in reading the CVC words plus the magic **e**. Let the learners say the correct pronunciation of the magic **e** word. Correct their pronunciation as necessary.

tape hope bite cope
nape mane pane cute

Let's Go Learn and Do It

Post a copy of the story on the board.

The Rose

A pot is on a window pane.
A rose sits in the pot.
It has a good scent.
A nose can tell from afar.

The rose is like a muse.
It puts the eyes into good use.
Admire the tone of red.
Its smell covers a zone.

CVC Words	CVC + magic e Words

Read the story aloud while the learners listen. Remind them to be mindful of the magic **e** sound.

Say: Today, I will read a story: "The Rose." Listen carefully to the words with the magic **e**. Then, we will read the story together.

We Do:
Read the story again with the learners. Instruct learners that every time they will read the word with magic **e** sound, they need to **stand up**.

You Do:
Have the learners read the story "The Rose."

Say: What words in the story follow the magic **e** rule? Let us write the CVC words on the left and the words with long vowel sounds on the right.

Let's Explore

You Do:
Post a copy of the following story on the board.

Hope is Ron's pet dog.
One day, he saw a bone.
But it was tied to a rope.
And there was a note.
The note said:
"Eat me and
I will turn you
into a cone."



1. What is the name of Ron's dog?
2. What did Hope see?
3. Where was the bone tied to?
4. What was there besides the bone?
5. What was written on the note?

Get It, Stay It, Let's Explore!

Read the story and have the learners repeat after you. Have the learners answer the questions afterward.

Let's Check

You Do:
Post a copy of the following word list on the board. Have the learners read the following words aloud:

CVC	CVC = magic
cap	cape
cap	cope
rod	rode
con	cone
fat	fate
rat	rate
nap	nape
hop	hope

Have the learners write these words in their Reading notebook.

LAS # 42

Ask the learners to get their **LAS # 42**. Tell them to read the sentences. Say that they have to draw a check mark on the blank if the sentence correctly describes the picture, and X mark if not.

LAS # 43

Ask the learners to get their **LAS # 43**. Have the learners practice reading the words with their parents or guardian.

mice	cake	home
cute	lice	lake
tote	dune	dice
rake	pole	tune

Let's Start - Day 4

I Do:

Show the letter flashcards with **a, e, i, o,** and **u** one at a time.

Ask: What is the name and sound of the letter on the flashcard?

Recall the magic **e** rule with the learners.

Show the letter **i**. Ask the learners to produce the sound of **i**.

Post the flashcards **k, i, t** on the board while holding the letter **e**.

Ask: What will happen to the word **kit** when I add the letter **e** at the end?

Say: The word formed is **kite**. **Kite** is read as **kite**.

Ask: What is now the sound of letter **i** after we added the letter **e**?

We Do:

Say: I will show you a flashcard of words. Add **e** at the end and read.

cap cub pet tap not

You Do:

Ask the learners to write as many words with magic **e** in their Reading notebook within one minute.

Call some learners to read a few words from his or her list to the class.

Let's Go Learn and Do It

I Do:

Show and read aloud the following words to the learners:

cube mule pure

Ask: What letter do you see at the end of each word? How does the letter **u** sound in each word?

We Do:

Post the story "The Sad Mule" on the board. Pause to unlock unfamiliar words.

Read the story aloud. Then, let learners read the story after you.

The Sad Mule

Cube is a mule.
He just stays in a stable.
He is unwell so he cannot run nor stroll.
Cube has been a very sad mule.
His pure heart wishes to be glad soon.



Have the learners identify the CVC words combined with magic **e** in the text.

Ask: Can you identify and read the words with magic **e**? **mule, cube, pure**

Facilitate the discussion. Ask the learners to answer the following questions:

1. What is the name of the main character?
2. What kind of animal is Cube?
3. Why is he feeling sad?
4. Where does his desire to be well come from?
5. What can Cube do to be glad soon?

You Do:

Post the following list of words on the board:

base	bone	bike
bite	cape	cane
bake	cone	fuse
dome	dine	dime
game	hole	home
fume	mute	muse

Have the learners read the magic **e** words out loud.

Use each unfamiliar word in a sentence to help the learners understand its meaning. Employ other unlocking strategies as necessary.

Let's Explore

I Do:

Introduce the following sight words:

keep, little, look, and, pretty

Post the following phrases and sentences with CVC+e words on the board.

Tell the learners to listen as you read each phrase or sentence.

look at the kite
keep the rose
a little hope
a pretty nose
Pete looks at the kite.
Rose keeps the rose.
Jam has a little hope.
Jane has a pretty nose.

We Do:

Ask the learners to read the phrases and sentences after you. If time permits, have the learners play a game.

Say a word. If it follows the magic **e** rule, the learners must stand. They will sit down when the vowel sound is short.

Sample Words

late, bat, bite, hope, site, pot, mule



Let's Check

LAS # 44

Have the learners get their **LAS # 44**. Tell them to read the phrases and complete them to form sentences.



Let's Try at Home

Ask the learners to make a list of words that they recall from the lessons that have the long vowel sound because of the magic **e** rule.

WEEK 8

(Target Letters Magic E)

Day 5: Magic E



Materials



Teachers	Learners
- Story chart "I Love Me!" - Sight word flashcards: down, called, been, people	- Reading notebook - Learner's Workbook



Let's Start - Day 5

Present the story chart to the class. Ask the learners to listen as you read it.

I Love Me!

I love the curls on my hair.
I like my button nose.
I love my cheeks pink as a rose.
I love the sound of my voice.
I have a strong body and
I can offer help.
I can dance with my wobbly legs!
I love the good and the not so good.
I take each day with zest and
a happy mood!
I lift my hands above and pray,

We Do:

Say: Identify words from the story with the magic **e**.

Write the following words with magic **e** on the board. Have the learners read the words.

like nose rose take



Let's Go Learn and Do It

I Do:

Show the flashcards of the following sight words:

made, down, been, called, people

Read the sight words in class. Then, guide learners how they can read each word following this guide:

1. Start with the word **mouse**. The **/m/** sound can be heard. The **/aw/** sound is made up of letters **o** and **u**. The **/s/** sound can be heard as the final sound.
2. Start with the word **down**, because the **/d/** and **/n/** can be heard from this word. The **/aw/** sound in down is made up of the letters **o** and **w**.
3. Next is the word **been**. In this word, the sounds **/b/** and **/n/** can be heard and the **/i/** sound is made up of the **ee** in **been**.
4. The fourth word is **called**. In this word **/c/** and **/d/** can be heard as well as the **/l/**. So say that there are two **l**'s in the word and that the letter **a** is sounded as **o**.
5. For the word **people**, we can hear the **/p/** and the other **/p/** as well as the **/l/**. The **/ee/** is produced by the letters **e** and **o** and there is a silent letter **e** at the end.

We Do:

Read the sentences and have the learners repeat after you. Have them identify the sight words.

The mouse went down the rope.
I made a big kite.
I have been looking for the red rose.
The people are busy making kites.
I called yesterday.

Let's Explore

We Do:

Post on the board the following phrases and sentences with words with magic **e**. Read them out loud and have the learners read after you.

Phrases

like the people
nose and rose
take the rose
made a kite

Sentences

She likes the people in the park.
Her nose is like a red rose.
Jane will take the rose to the vase.
Pete made a big kite.

You Do:

Prepare the following picture cards:

a red
rose

a queen with
a cape

a
kite

Write the following on the board and place the corresponding picture card beside the set.

(picture of a red rose)

- a red rose
- a red nose

(picture of a kite)

- a rope
- a kite

(picture of a queen with cape)

- The queen has a cape.
- The queen has a rose.

Assist the learners in reading the phrases and sentences. Then, have them identify the correct phrase/sentence that matches with the picture.



Let's Check

LAS # 45

Have the learners get their **LAS # 45**. Instruct them to read the sentences and answer the questions that follow.

LAS # 46

Have the learners create sentences using the given words in their **LAS # 46**. Other sight words may be used as needed.

Sight Words

people
called
down
made
been

Words

hope	core
sale	tape
take	rule
mule	sole
code	note
	mole



Let's Try at Home

Have the learners practice reading the words, phrases, and sentences in **LAS #47** with their parent/guardian.

Words

like nose rose take

Phrases

like the people
nose and rose
take the rose
made a kite

Sentences

She likes the people in the park.
Her nose is like a red rose.
Jane will take the rose to the vase.
Pete made a big kite.

Annex 1: Check-in Activities



LITERACY SKILLS INVENTORY CHECK-IN TOOL

(Letters, Syllables, Words, Phrases, Sentences, and Q&A for Emergent Reader)

Letter Name and Sound

I. The Literacy Skills Inventory Check-in Tool for Emergent Readers consists of six (6) different tasks

(except for Check-in # 1, which only has the the first four):

1. Letter Sounding
2. Syllable Reading
3. Word Reading
4. Phrase Reading
5. Sentence Reading
6. Question and Answer (based on the sentences read)

II. Materials Needed:

1. Check-In Tool
2. Literacy Skills Inventory Check-In Tool
3. Clipboard (for teachers)
4. Timer/digital stopwatch – to be used during the check-in assessment (per teacher)
5. Blank piece of paper to cover the check-in tool.
6. Pencil for manual recording

How to administer the Check-In Tool:

1. Prepare the needed materials (e.g., Check-In Tools, Literacy Skills Inventory Sheet, timer, etc.)
2. The check-in tool is to be administered to each learner **individually**.
3. Give the learner the Check-In Tool.
4. Explain the instructions to the learner.
5. Remember to cover the Check-In Tool with a blank piece of paper, revealing one row at a time.
6. Ask the learner to start at the top left of the page and use his/her index as he/she sounds out the letters, reads syllables, words, and so on.
7. Make sure to time the learner once you have asked him or her to start.
8. Tick all the boxes that the learner reads correctly on the Literacy Skills Inventory Sheet. Automated worksheet (Excel) will be provided.
9. Even if the learner has miscues, let her/him finish all the tasks. Just take note of the time she/he finished.



CHECK-IN #1

LITERACY SKILLS INVENTORY (Letters, Syllables, Words, Phrases, and Sentences for Emerging Reader)																										
Teacher Scoring Sheet for Check-In #1 (Template for manual record keeping, automated worksheet will be provided)																										
Learner's Name	Task 1 (Letters)						Task 2 (Syllables)						Task 3 (Words)						Task 4 (Phrases)				Overall Score	Testing Time		
	A	t	m	E	L	Total	sa	ti	ma	et	am	Total	mat	sit	met	Tam	let	lit	Total	P 1	P 2	P 3			Total	TOTAL SCORE



CHECK-IN #1

TASK 1				
A	t	m	E	L

TASK 2				
sa	ti	ma	et	am

TASK 3		
mat	sit	met
Tam	let	lit

TASK 4		
1. a mat	2. set mat	3. sit on mat



CHECK-IN # 2

LITERACY SKILLS INVENTORY (Letters, Syllables, Words, Phrases, and Sentences for Emerging Reader)																														
Teacher Scoring Sheet for Check-In #2 (Template for manual record keeping, automated worksheet will be provided)																														
Learner's Name	Task 1 (Letters)						Task 2 (Syllables)						Task 3 (Words)						Task 4 (Phrases)				Task 5 & 6 (Sentences and Q&A)				Overall Score	Testing Time		
	p	N	h	B	F	Total	pa	na	ra	an	ap	Total	ran	ham	fat	Ted	pan	rat	Total	P 1	P 2	P 3	Total	S 1	Q 1	S 2	Q 2	Total	TOTAL SCORE	Total Time



CHECK-IN # 2

TASK 1				
p	N	h	B	F

TASK 2				
pa	na	ra	an	ap

TASK 3		
ran	ham	fat
Ted	pan	rat

TASK 4		
1. the fin	2. his hat	3. in the can

TASK 5 & 6	
1. Pat has a big hat. Who has a big hat? _____	
2. The ham is in the can. Where is the ham? _____	



CHECK-IN # 3

LITERACY SKILLS INVENTORY (Letters, Syllables, Words, Phrases, and Sentences for Emerging Reader)																														
Teacher Scoring Sheet for Check-In #3 (Template for manual record keeping, automated worksheet will be provided)																														
Learner's Name	Task 1 (Letters)						Task 2 (Syllables)						Task 3 (Words)						Task 4 (Phrases)				Task 5 & 6 (Sentences and Q&A)					Overall Score	Testing Time	
	j	U	C	W	h	Total	ka	wa	ug	od	je	Total	got	cab	men	get	jet	cat	Total	P 1	P 2	P 3	Total	S 1	Q 1	S 2	Q 2			Total



CHECK-IN # 3

TASK 1				
j	U	C	w	h

TASK 2				
ka	wa	ug	od	je

TASK 3		
got	cab	log
get	jet	cat

TASK 4		
1. get a cat	2. in the jet	3. a big cat

TASK 5 and 6	
1. Jed has a big cat. Who has a big cat? _____	
2. The men are in the jet. Where are the men? _____	



CHECK-IN # 4

TASK 1				
w	Y	e	z	x

TASK 2				
zi	yo	ya	oy	ay

TASK 3		
take	date	bike
home	cute	ride

TASK 4		
1. a new bike	2. Kate's home	3. a cute home

TASK 5 and 6	
1. The lad rides his bike. Who rides his bike? _____	
2. Kate has a new home. What does Kate have? _____	

