



LEARNER'S WORKBOOK

ARAL-READING PLUS

KEY
STAGE

3



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ARAL-Reading Plus Workbook

Key Stage 3

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ARAL-Reading Plus

Learner's Name		Intervention Week	1
Grade Level & Section		Intervention Session	1

Activity 1: I Can Associate

Directions: Write as many words as you can that can be associated with the word **"CLUES"**

Activity 2: Association Activity (Rate on a Scale of 1–5)

Directions: Write a three (3)-sentence description of your mood after completing Activity 1.

Scale of 5



Scale of 4



Scale of 3







Activity 3

Directions: Arrange the JUMBLED letters to form a word. Then, use it in a sentence.

TCOENXT

Sentence: _____

Activity 4: CONFIDENCE CHECK

Directions: Check your level of confidence using the Confidence Scale by checking which is appropriate as you revisit your prior knowledge.

CONFIDENCE SCALE

CONFIDENTLY GOOD	CG	☐
CONFIDENTLY VERY GOOD	CVG	☐
NOT SO CONFIDENT	NSC	☐
NOT CONFIDENT	NC	☐



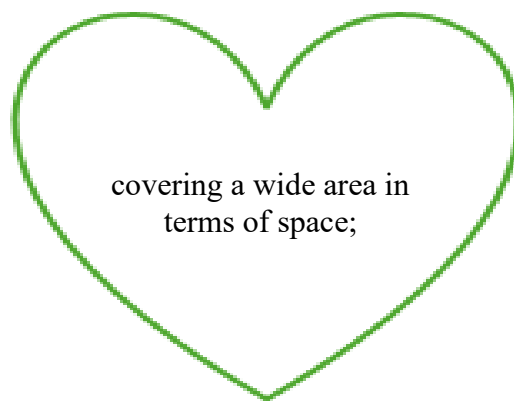


Activity 5: Match the hearts



Directions: Read the sentences below. Focus on the underlined words and their context clues. Encircle the context clues, then match each heart to its meaning by writing the word inside the heart.

1. The view was so majestic from the beautiful corals and the rich marine life of the ocean, and the challenging climb of the mountains.
2. The millions of pebbles filter the dirt that makes the water very clear, thus making the water cool.
3. It is far less expansive compared with the famed Banauw Rice Terraces of Ifugao province.





Activity 6: IN CONTEXT

Directions: Choose the most accurate meaning of the underlined word in each sentence using context clues. Write the letter of the correct answer.

CHOICES:

- A. actual sense
- B. one who seeks exciting experiences
- C. small stones worn smoothly by erosion
- D. a path through the countryside, mountains

1. A traveler and an adventurer will surely enjoy the breathtaking activities in the province of Lobo. _____
2. One would literally have a memorable stay in Lobo. _____
3. Most beaches are pebbly and not sandy, particularly Malabrigo Beach. _____
4. The trail going to the summit is a bit dangerous. _____

Activity 7: Self-Assessment Selfie

Directions: Choose a word from the pool and use it in a sentence that includes context clues to show its meaning. Then, draw a snapshot of something you have learned today. Put a caption below.

- ☐ breathtaking
- ☐ panoramic
- ☐ verdant
- ☐ lush
- ☐ rolling (as in rolling hills)
- ☐ rugged (as in rugged mountains)
- ☐ pristine
- ☐ crystal-clear (as in water)
- ☐ serene
- ☐ tranquil





Self-Assessment Selfie

Directions: Draw a snapshot of something you have learned today. Add a caption.



Source: <https://www.flaticon.com/free-icons/selfie> title="selfie icons">Selfie icons created by popcornarts - Flaticon

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		



ARAL-Reading Plus

Learner's Name		Intervention Week	1
Grade Level & Section		Intervention Session	2

Activity 1: I LOVE NATURE 🤔

Directions: Study the pictures/images. Answer the questions below.



- What comes to mind after seeing the pictures?

- What do you expect to read after seeing the pictures?





Activity 2: READ AND EXPLORE

Directions: Read the selection, "*Be Stunned*," silently, and later, we will read it aloud.

Be Stunned

By: Helen Dimafelix

One place in the province of Batangas that also caught my attention is Lobo. Lobo is a 4th-class municipality. For a traveler and adventure seeker like me, it offers numerous attractions and activities. Starting from the beautiful coral and rich marine life of the ocean to the stunning views and challenging climb of the mountains, one would literally have a memorable stay in Lobo.

I personally love Jaybanga Rice Terraces, which is 30 hectares of land located in the highlands of the village of Jaybanga. It is far less **expansive** compared to the popular and **famed** Banaue Rice Terraces of Ifugao province.

When in Lobo, one can't help but notice that most beaches are pebbly and not sandy, particularly Malabrigo Beach. The strong current that pushes the pebbles to the surface from the sea explains it. The millions of pebbles **filter** the dirt that makes the water very clear, thus making the water cool.

Heading to the Nalayag Monolith is a big challenge. The trail going to the summit is a bit dangerous. It is so steep that it makes travel difficult. It will take you 3-4 hours or more to brave the trail before you finally reach the base of the monolith. Climbing the two monoliths using a wooden ladder made by the locals is always a challenge. The ladder and rope helps support the climb.

The Malabrigo Beach and the Nalayag Monolith are just two of the many beautiful spots in Lobo, Batangas. Going there is worth every dime and time!





Comprehension Questions:

1. What are some of the majestic views one can find in Lobo, Batangas?

2. What is the main reason for the very clear water of Malabrigo Beach?

3. How did the writer compare the Jaybanga Rice Terraces to the Banaue Rice Terraces?

Activity 3: LEARN & EXPLORE

Structural Analysis: Prefixes, Suffixes & Roots

Directions: Fill in the table with the prefix, suffix, and root word of the given word. Study the example below.

WORD	ROOT	PREFIX	SUFFIX
Ex. Correction	correct	-----	-ion
Challenging			
Expansive			
Numerous			
Dangerous			

Note:

- **Affix:** a meaningful part of a word (morpheme) that is attached before or after a root to modify its meaning (prefixes and suffixes).
- **Root word:** a free morpheme (can stand alone as a word) to which affixes can be added
- **Suffix:** a bound morpheme added to the end of a root or base word that changes the part of speech of the word.





Activity 4

Directions: Construct 2-3 sentences about the information found in the previous selection. **Box** the words with prefixes and suffixes. Then, fill in the table below.

Sentences:

1. _____

2. _____

3. _____

WORD	ROOT	PREFIX	SUFFIX



Activity 5: Self-Assessment Selfie

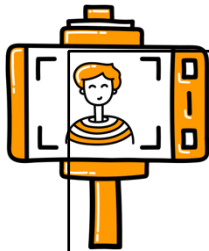
Directions: Think and draw a symbolic reward you can give yourself because you did great today. Write sentences as a short explanation below. Use your structural analysis know-how in using suffixes and prefixes.

My Symbolic Reward

Explanation:

Self-Assessment Selfie

Directions: Draw a snapshot of something you have learned today. Add a caption.



Source: <https://www.flaticon.com/free-icons/selfie> title="selfie icons">Selfie icons created by popcornarts - Flaticon

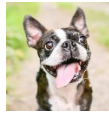
CAN I DO IT ALREADY? Circle how you feel about this lesson.		
I can't do it yet.	I'm still working on it.	I can do it already!
Tutor's Note: _____ _____		





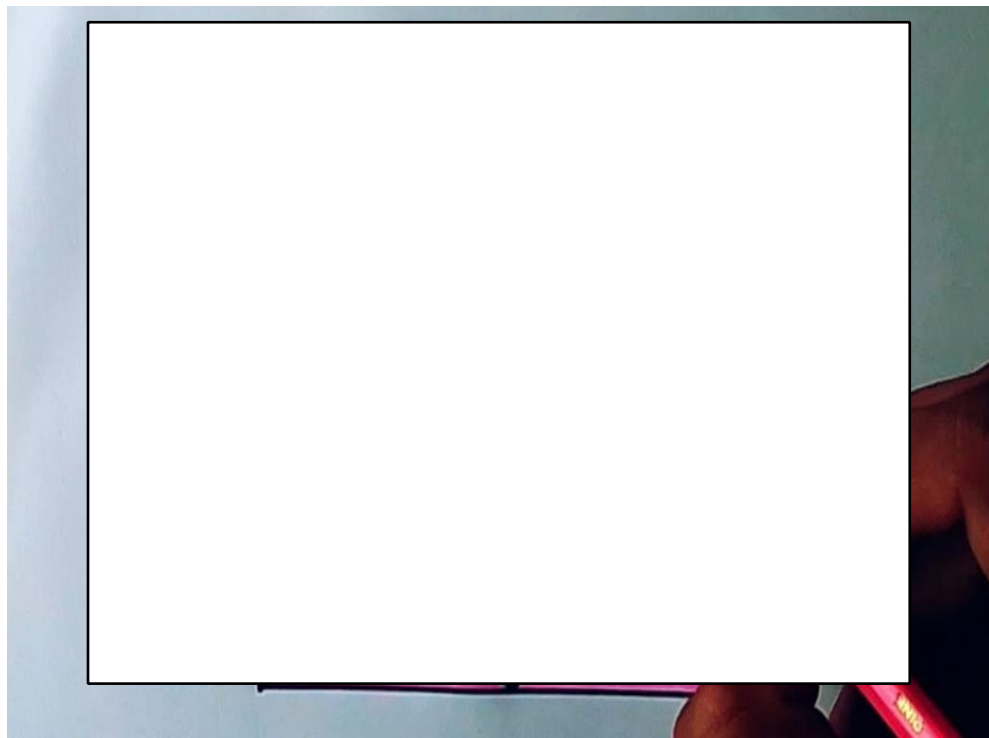
ARAL-Reading Plus

Learner's Name		Intervention Week	1
Grade Level & Section		Intervention Session	3



Activity 1: MY PET AND I

Directions: Draw your pet and your favorite bonding activity. If you can't draw, you can write a paragraph describing your pet and your favorite bonding activity.





Activity 2: LEARN & EXPLORE from the PAST

Directions: Fill in the table with the prefix, suffix and root word of the given word. Study the example.

WORD	ROOT	PREFIX	Suffix
Ex. created	create	-----	-d
regardless			
adorable			
endearment			
location			

Review Note

Structural Analysis: Prefixes, Suffixes & Roots

- **Affix:** a meaningful part of a word (morpheme) that is attached before or after a root to modify its meaning (prefixes and suffixes).
- **Root word:** a free morpheme (can stand alone as a word) to which affixes can be added.
- **Suffix:** a bound morpheme added to the end of a root or base word that changes the part of speech of the word.

Activity 3. CONFIDENCE CHECK ✓

Directions: Check your level of confidence using the *Confidence Scale*. Check which level is appropriate as you revisit your prior knowledge.

CONFIDENCE SCALE

- CONFIDENTLY GOOD - **CG**
- CONFIDENTLY VERY GOOD - **CVG**
- NOT SO CONFIDENT - **NSC**
- NOT CONFIDENT- **NC**





Activity 4: LITERAL or IMPLIED

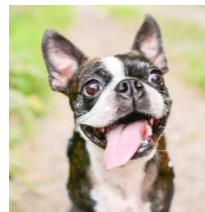
Directions: Analyze the two words. Write ideas/words that go with the two words below.

LITERAL

IMPLIED

Activity 5: READ and ENGAGE

Directions: Look at the pictures/images of different kinds of pets. Then, read the selection about pets, "Lovely Creatures."



LOVELY CREATURES

By: Helen Dimafelix

Have you ever imagined yourself coming home in the arms of a lovely **creature** who shows more excitement than anyone else upon seeing you?

Would it wear away your stress? Would you feel the happy hormones all over you?

Having a dog at home regardless of breed shall relieve you of any stress. Some may not agree but more will, especially the hundreds or the thousands who are dog lovers.

One very **adorable** dog is the Shih Tzu. According to Google, it is a Chinese Lion Dog or a Chrysanthemum Dog from China. It is small specifically with a height of 8-11 inches and a weight of 9-16 pounds. Additionally, it is **purebred** and has a life span of 10-16 years.





The Shih Tzus are active and outgoing. They are playful as their petite frames allow them to move even in small spaces. They are also gentle and sweet in their own ways. They **snuggle** and lick you as a sign of their endearment. In return we, the owners, cuddle them like our own kids. Shih Tzus are also intelligent.

However, the usual average price of a Shih Tzu puppy from a **reputable** breeder is between \$1,000 and \$1,800, while a top-quality Shih Tzu puppy can cost as high as \$3,000 and upward. Their price depends upon the pup's age, sex, quality, pedigree, and breeder's location.

Activity 6: LITERAL & IMPLIED MEANING

In **literal meaning**, we are referring to information that is given directly, with specific words since the answers are clearly stated in the text, while **Implied meaning** is more subtle and is subject to various interpretations, but must be supported by details in the text.

When meaning is implied, students must make educated guesses based on the details found in the text. To do that, students must make connections between the literal information presented by the writer and previous knowledge, then draw conclusions.

Watch this for additional information:

https://youtu.be/R0f16DZanDI?si=G8kfMa2g_VAyD9cz





Activity 7: LET US UNDERSTAND

Directions: Answer the following vocabulary questions about the selection.

1. "...Shih Tzu puppy is a **high-quality** breed of dog which is between \$1,000 and \$1,800..." The boldfaced and underlined word *literally* means _____

2. "They are playful as their **petite frames** allow them to move even in small spaces...." What is the *implied* meaning of petite frames?

3. What is the *implied* meaning of the word **endearment** in the 3rd sentence of the second to the last paragraph?

Activity 8

Directions: Go back to the selection "*Lovely Creature.*" Fill in the table with the literal and implicit meaning of the **highlighted** words.

Highlighted Words	Literal Meaning	Implied Meaning





Activity 9: COLLABORATIVE PARTNERSHIP

Directions: Construct one sentence for each vocabulary word in Activity 8 and underline the word used. Explain whether the word is used literally or implied.

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 10: My Because...

Directions: Provide an explanation starting with “because” about your performance in today’s lesson:

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____ 		





ARAL-Reading Plus

Learner's Name		Intervention Week	1
Grade Level & Section		Intervention Session	4

Activity 1: WHAT COLOR ARE YOU?

Directions: How are you feeling today? Choose from the following colors using the illustration below. You can choose as many as you can. Explain the reason/s for your choices below.

COLOR MONSTER FEELINGS THERMOMETER

How are you feeling today?

I am MAD. Everything irritates me.
I use my calming strategies.

I am SCARED. I feel Fearful and Frightened.
I am worried I need support.

I am SAD. I feel like crying anytime.
I need hugs and comfort.

I am LOVE. I feel comfort and support. I am
accepted which makes me feel powerful.

I am HAPPY. I feel positive and optimistic.
I smile and greet everyone.

I am CALM. I feel quiet, peaceful and composed.
I am serene and my face and body are relaxed.

www.mainstremmindfulness.net



Activity 2: GENERAL EXPERIENCE

Directions: Write the general references that you commonly use, both in print and online form.

PRINT GENERAL REFERENCES	ONLINE GENERAL REFERENCES

Activity 3: SIMPLE RECALL

Directions: Draw a line towards the reference in Column B to be used when looking for the following information in Column A.

A	B
1. Facts about Earth	A. World Atlas
2. Population of China	B. Textbooks
3. Status of Global Warming	C. Dictionary
4. History of the Philippines	D. Online database
5. Meaning of "etymology"	E. Encyclopedia





Activity 4: READ and ENGAGE

Directions: Read and study the table of the different reference materials and their uses. After watching a video lesson about APA citations specifically for online references, do the activity below.

Link to the video about APA Citations:

<https://youtu.be/miUKI717N8s>

Reference Materials

	What is it?	When do you use it?
Almanac	A book published every year that includes information and interesting facts about a special subject such as sports or the weather.	❖ To find information about a specific topic during a certain time period ❖ To find historical data about a specific topic
Atlas	A reference book that contains many different maps.	❖ To learn about the roads and highways when traveling to a new place ❖ To find a specific location or geographic information
Dictionary	A reference book that contains words listed in alphabetical order. It gives information about each word's meaning, uses, and pronunciation.	❖ To check a word's spelling ❖ To learn a word's definition and how it is used in a sentence ❖ To determine a word's origin and part of speech
Encyclopedia	A reference work (such as a book, set of books, or website) that contains information about many different topics or a lot of information about one particular topic.	❖ To research a new topic ❖ To find information about a person, place, or thing ❖ To learn historical information about an important event
Manual	A small book that contains instructions or gives useful information about something.	❖ To find instructions for completing a task ❖ To learn about a device or how to use it
Thesaurus	A reference book that contains words and their synonyms (words that have the same or similar meanings).	❖ To find words that mean the same as your selected word (synonyms) ❖ To find words that mean the opposite of your selected word (antonyms)

GOALBOOK

Find more resources at <https://goalbookapp.com>

Directions: Put a check mark on the blanks before each letter with the correct APA citations.

___ A. Becsey, L., Wachsberger, P., Samuels, S., et al (Directors). (2008). In the valley of Elah. [DVD]. Warner Home Video.

___ B. Diaz, A. (2009). The boy comes home: Philippine veterans in America. University of California Press.

___ C. Santos, C. (2025). Reading Myths in the Countryside. Phoebus Publications.

___ D. Ang Talambuhay ni Josefa Llanes Escoda. Philippine Free Press. (1978). Manila.

Link: <https://youtu.be/x6KrMAWc0fc> (Digital Library System)





Activity 6: Print with Online Activity

Directions: Enumerate in separate columns the advantages and disadvantages of print and online references based on the discussion. Write at least two advantages and disadvantages for each type.

	Advantages	Disadvantages
Print		
Online		

Activity 7

Directions: Create your own sentences using three of the print and online references we discussed. Make sure to apply context clues, as well as prefixes and suffixes, to recall and reinforce our previous lessons.

1.

2.

3.





Activity 8: Point to the East

Directions: Draw a  pointing to the East if your answer to the question is YES and write "X" if your answer is NO. Analyze the meaning of each question and do a self-assessment before you draw your answer.

1. Did you learn about references today? _____
2. Can you use references properly after this lesson? _____
3. Can you write a correct citation based on the APA citation discussion? _____
4. Did you feel happy today while doing the Activity? _____

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		





ARAL-Reading Plus

Learner's Name		Intervention Week	2
Grade Level & Section		Intervention Session	1

Reading Subskill: *Reading aloud with Proper Pacing and Expression*

Activity 1: "If You Had One Night to Be Someone Else..."

Directions: Read the prompt carefully and visualize the situation. Then, answer the questions that follow. Be prepared to share your responses with the class.

You are invited to the most **elegant ball in the city**.
 Everyone will be there—rich, powerful, admired.
 But you only have one night to impress.
 You borrow something beautiful—something that makes you feel like someone else entirely.
 But the next morning, that thing is gone.

1. What would you do if this happened to you?

2. Would you tell the truth about the missing thing? Would you lie?

3. If you lie, how far would you go to cover it up?





Activity 2: Lights, Voice, Expression!

Directions: Read the excerpt carefully and prepare for expressive reading. Use the following symbols to mark the text:

- $\uparrow$ / $\downarrow$ – Use $\uparrow$ to indicate where your voice should be louder and $\downarrow$ for a softer voice, showing voice modulation and emotion (e.g., panic, confidence, sadness).
- / – Place a slash (/) to mark where you will pause for breath or dramatic effect.
- Underline – Underline words that should be spoken with clear emotional emphasis, such as fear, excitement, or regret.
- ★ – Add a ★ (star) beside lines that require dramatic tone or expression to keep your listeners engaged.

READING TEXT: THE NECKLACE by Guy de Maupassant

Excerpt 1: Mathilde's Fantasy of Wealth and Elegance

 *Tone to emphasize:* Dreamy, longing, discontented

 *Suggested pacing:* Moderate, with emphasis on rich imagery

Tips for reading aloud:

- Slow down when describing luxurious details ("beautiful gowns," "sparkling jewels").
- Use a wistful or yearning tone.

She was unhappy all the time—unhappy because she felt that she had been born for all the luxuries and refinements of life. She thought of nothing but elegant dinners, beautiful gowns, and sparkling jewels. She dreamed of grand drawing rooms, draped with silk, lit by tall bronze lamps, and of two tall footmen in knee breeches who dozed in large armchairs, made drowsy by the heat of the stove. She longed to be admired, envied, desired. All this was denied her by her humble birth and marriage to a minor clerk.





Excerpt 2: Her Reaction to the Lost Necklace

- ▣ Tone to emphasize: Shock, anxiety, panic
- 📖 Suggested pacing: Start calm, then speed up to show rising fear

Tips for reading aloud:

- Use a sharp tone for her gasp and her line: "I've lost Madame Forestier's necklace."
- Allow a pause after each sentence to mirror the growing tension.
- Gradually increase pace and volume for dramatic effect.

She uttered a cry. The necklace was no longer around her neck! "What's the matter?" asked her husband. She turned toward him in panic. "I... I've lost Madame Forestier's necklace," she said. He stood up, distracted. "What! How? That's impossible!" They looked in the folds of her dress, in her coat, in all her pockets. They looked everywhere. They could not find it.

Excerpt 3: Her Return of the Replacement and the Final Revelation

- Tone to emphasize: Weariness, resignation, and shock
- 📖 Suggested pacing: Slow, deliberate for the return; pause for final twist

Tips for reading aloud:

- Read Mathilde's lines with **fatigue or bitterness**.
- For the final line, use a **shocked pause** before "it was only paste!"
- Practice pausing before the twist to let it "land".

Mme. Loisel returned the necklace to Mme. Forestier. "You should have brought it back sooner," said her friend, coldly. Ten years passed. The Loisels lived in poverty, paying off the debt. One Sunday, while walking in the Champs-Élysées, she saw Mme. Forestier again. She approached her. "Good morning, Jeanne."





Mme. Forestier did not recognize her.

"I'm Mathilde Loisel."

Her friend uttered a cry. "Oh, my poor Mathilde! How you've changed!"

"Yes, I've had hard times since I lost your necklace."

Mme. Forestier was stunned.

"But my dear Mathilde—it was only paste! It was worth at most five hundred francs!"

Marking Symbols Guide

Symbol	Meaning	Example
↑speaker louder ↓speaker softer	Voice Modulation – change volume/pitch	"I've <i>LOST</i> the necklace!" ↑
/	Pause – take a short breath or dramatic pause	"They searched / and searched again."
<u>Underline</u>	Emphasis on tone/mood – show emotion (fear, excitement, sadness)	<i><u>She was radiant with pride.</u></i>
★	Engagement – lines that require dramatic tone or expression to captivate listener	★ "It was only paste! ★

Self-Assessment Checklist

Place a s if you did this during your reading:

- ☐ I read at a natural pace—not too fast or too slow.
- ☐ I paused where there were commas, periods, or dramatic moments.
- ☐ I changed my tone of voice to match the emotion or mood.
- ☐ I emphasized important or emotional words.
- ☐ I used rising or falling pitch to make





Activity 3: Take the Stage: Read It Like You Mean It!

Directions: After marking your excerpt using the given symbols, practice reading your paragraph aloud with proper pacing, voice modulation, and expression.

When you are ready, take turns reading your paragraph in front of the class, a small group, or with a partner.

Remember: You will be assessed using a rubric, so focus on:

- Using appropriate volume and pitch (↑ / ↓)
- Pausing naturally (/)
- Showing emotion through tone (underlined words)
- Engaging your listener with dramatic delivery (★)

Criteria	Excellent	Good	Needs Practice
Voice modulation used effectively			
Pauses enhanced understanding			
Emotion matched tone/mood			
Listener was engaged			

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
I can't do it yet.	I'm still working on it.	I can do it already!
Tutor's Note: _____ _____		



ARAL-Reading Plus

Learner's Name		Intervention Week	2
Grade Level & Section		Intervention Session	2

Activity 1: The Lost Word Necklace – Jumbled Letters Edition

Read Aloud:

A necklace has been lost—again.

But this time, it's not made of jewels...

It's made of words—and the words have scrambled themselves!

Your job: Unscramble the hidden words.

Piece them together to recover the lost necklace.

Directions:

1. Unscramble the Word or Phrase.
2. Use the Sentence Clue to help you guess its meaning.
3. Reread the Clue if You're Unsure.
4. If your answer is correct, your team earns that word as a bead and moves on to the next challenge.

Winning the Game:

- Each correctly unscrambled and explained word earns your team 1 bead.
- The team with the most beads recovered by the end wins!





Word/ Phrase	Jumbled Form	Clue Sentence
	<i>mensteinfre</i>	<i>She was unhappy all the time—unhappy because she felt that she had been born for all the luxuries and refinements of life.</i>
	<i>setap</i>	<i>But my dear Mathilde—it was only paste! It was worth at most five hundred francs!</i>
	<i>a rrdtuy eute cy</i>	<i>Her friend uttered a cry. “Oh, my poor Mathilde! How you’ve changed!”</i>
	<i>dtdrsatic</i>	<i>He stood up, distracted. “What! How? That’s impossible!”</i>
	<i>deivne</i>	<i>She longed to be admired, envied, and desired.</i>
	<i>dunstend</i>	<i>Mme. Forestier was stunned. “But my dear Mathilde—it was only paste!”</i>
	<i>lcimnro rek</i>	<i>All this was denied her by her humble birth and marriage to a minor clerk in the Ministry of Education.</i>
	<i>nic pnia</i>	<i>She turned toward him in panic. “I... I’ve lost Madame Forestier’s necklace,” she said.</i>
	<i>siexluru</i>	<i>She felt that she had been born for all the luxuries and refinements of life.</i>
	<i>fo deslrf ode hsre</i>	<i>They looked in the folds of her dress, in her coat, in all her pockets. They looked everywhere.</i>





DEBRIEF AND REFLECT:

Directions: Answer the following questions.

1. Which word was the hardest to guess and why?

2. How did the story's context help you?

3. What did you notice about how tone and pace changed the meaning of your reading?

Activity 2: "Mic Check: Fluency Stations"

Directions: Rotate through oral reading fluency stations where you self-assess using checklists and feedback cues.

Stations could include:

1. **Pace & Pauses** – Read a passage while a partner taps when the pace is too fast.
2. **Expression Zone** – Focus on emotion words and voice modulation.
3. **Volume Control** – Practice lines using ↑ louder or ↓ softer symbols.
4. **Mirror Reading** – Practice in front of a mirror and note facial expressions and gestures.





Summary of *The Necklace* by Guy de Maupassant

Mathilde Loisel is a beautiful but discontented woman who believes she was born for a life of wealth and luxury. However, she is married to a modest clerk and lives a simple life she deeply resents. When she and her husband are invited to a grand ball, Mathilde borrows a sparkling necklace from her wealthy friend, Madame Forestier, to look the part.

At the ball, Mathilde feels admired and elegant—everything she ever dreamed of. But when they arrive home, she discovers the necklace is gone.

Ashamed to admit the truth, the Loisels decide to buy a replacement, spending their entire savings and borrowing money. For ten years, they live in poverty, working tirelessly to pay off the debt.

When Mathilde finally sees Madame Forestier again and confesses what happened, her friend reveals a heartbreaking truth:

“But my dear Mathilde—it was only paste!”

The necklace had been fake.

Self-Assessment Checklist

Place a ☐ if you did this during your reading:

- ☐ I read at a natural pace—not too fast or too slow.
- ☐ I paused where there were commas, periods, or dramatic moments.
- ☐ I changed my tone of voice to match the emotion or mood.
- ☐ I emphasized important or emotional words.
- ☐ I used rising or falling pitch to make the reading more engaging.
- ☐ I made my reading sound smooth and expressive, like storytelling.
- ☐ I made eye contact or showed confidence (if reading in front of others).





Strategy	What to Look For	Example
Inference from Story	Clues from the situation, actions, or setting	"They searched every pocket—but the necklace had vanished." → <i>Vanished = disappeared</i>
Definition Clues	Word is directly defined; signal words like <i>is</i> , <i>means</i>	"An heirloom is a possession passed down through generations." → <i>Definition is included</i>
Examples	Specific items that explain the word	"She dreamed of luxuries—sparkling jewels, silk gowns, and banquets." → <i>Luxuries = fancy things</i>
Antonym / Contrast	Opposite idea; look for words like <i>but</i> , <i>unlike</i>	"Unlike the glittering ballroom, their apartment was plain." → <i>Plain = not fancy</i>
Synonym / Restatement	Similar meaning using commas, dashes, or synonyms	"She was ecstatic—overjoyed by the invitation." → <i>Ecstatic = very happy</i>
Tone / Mood	Emotion in the sentence; how the character feels	"She uttered a cry and turned in panic." → <i>Panic = sudden fear or worry</i>

Mnemonics: **IDEAST**

To help you remember these strategies, use the acronym:

- I** – Inference from story
- D** – Definition clues
- E** – Examples
- A** – Antonym/Contrast
- S** – Synonym/Restatement
- T** – Tone/Mood





Activity 3: Use Context to Make Meaning

Directions:

1. Read the excerpt carefully and **locate each word or phrase** in the chart (e.g., *uttered a cry, in panic*).
2. In the **“Clue from Context”** column, write a phrase or sentence from the story that helps you understand the word.
3. In the **“Inferred Meaning”** column, write what you think the word means based on that clue.
4. In the **last column**, mark **Yes** or **No**—did you need to reread the sentence or passage to better understand the word?
5. Be ready to share your answers and explain your reasoning with a partner or the class.

Excerpt:

She uttered a cry. The necklace was no longer around her neck! “What’s the matter?” asked her husband. She turned toward him in panic. “I... I’ve lost Madame Forestier’s necklace,” she said. He stood up, distracted. “What! How? That’s impossible!” They looked in the folds of her dress, in her coat, in all her pockets. They looked everywhere. They could not find it.

Word Pool

▪ sudden sound, followed by panic ▪ reaction to losing something important ▪ sudden movement, emotional response ▪ where they searched	▪ let out a loud or sudden scream ▪ extreme fear or worry ▪ shocked or not thinking clearly ▪ layers or creases in clothing
---	--

Word or Phrase	Clue from Context	Inferred Meaning (Your Guess)	Did you reread to clarify? (Yes/No)
uttered a cry			





in panic			
distracted			
folds of her dress			

Activity 4: Read-Aloud (Paired Task)

Directions:

1. In pairs, one learner reads the excerpt aloud slowly.
2. The listener watches for any words misread or skipped.
3. If there's a mistake, the reader is prompted to **pause, reread, and self-correct** using context.
4. Use the following prompts to self-correct using context.
 - "Can you read that sentence again?"
 - "What word made that line confusing?"
 - "What helped you figure it out?"





Activity 5: Word in Context: Act It, Feel It, Guess It!

Directions: Read each short passage carefully. Each **bold** word describes an emotion or reaction. Use context clues from the sentence to choose the best meaning. Encircle the letter of your answer, then explain which clues helped you decide.

1.) She checked every pocket, every drawer—nothing. Her breath quickened, and her hands began to shake. The borrowed bracelet was missing. A wave of **dread** filled her.

What does “dread” most likely mean?

- A. Happiness
- B. Sudden fear or anxiety
- C. Excitement
- D. Hope

What clues helped you?

2.) “I can’t believe I was so careless,” he muttered, staring at the empty velvet box. His face flushed with **remorse** as he thought about his best friend’s reaction.

What does “remorse” mean?

- A. Blame toward others
- B. Guilt or regret for one’s actions
- C. Confidence
- D. Disbelief

What clues helped you?

3.) She turned the apartment upside down. Her roommate stood at the door in **disbelief**, unable to accept that the limited-edition headphones were really gone.

What does “disbelief” mean?

- A. A feeling of celebration
- B. Trust in her honesty
- C. Shock and refusal to believe
- D. Relief and understanding





What clues helped you?

4.) He paced the hallway, his voice rising with **frantic** urgency.
“We have to find it! It was my cousin’s wedding ring!”

What does “frantic” mean?

- A. Calm and thoughtful
- B. Confused but patient
- C. Wild with fear or panic
- D. Peaceful and controlled

What clues helped you?

5.) Her eyes welled with tears as she held the empty glasses case.
She was **devastated**, knowing she’d lost the expensive prescription
lenses her aunt had lent her.

What does “devastated” mean?

- A. Extremely sad or shocked
- B. Relieved and calm
- C. Slightly concerned
- D. Curious but confused

What clues helped you?



Scoring Rubric (Total: 15 points)

Criteria	3 pts	2 pts	1 pt
Correct word meaning	Accurate	Partially correct	Incorrect
Used context clue strategy	Logical	Vague	Not explained
Clear explanation of clue(s)	Insightful	Somewhat clear	Unclear or missing

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____ 		





ARAL-Reading Plus

Learner's Name		Intervention Week	2
Grade Level & Section		Intervention Session	3

Activity 1: Act It without a Word

Directions: Mark emotional words, plan pacing, and rehearse aloud. Use the fluency marking. (You may use a colored-pen.)

Suggestions for Fluency Marking:

- / (slash) for pause
- ↑ / ↓ for louder or softer voice
- **Underline** for tone/mood emphasis
- ★ for high-expression, dramatic lines

Dialogue Scene: “The Necklace Is Gone”

Characters:

- **Mathilde (Mme. Loisel)** – anxious, emotional
- **Monsieur Loisel** – calm-turned-panicked
- (Optionally add a **Narrator** to guide pacing)

Narrator:

It was past midnight. Mathilde and her husband finally returned home from the ball.

Mathilde (soft, dreamy):

That was the most beautiful night of my life...

(pause, looking in the mirror)

(suddenly loud, panicked)

Oh no! It's gone! / The necklace—it's gone!

Monsieur Loisel (concerned):

What? Gone?

How—how is that possible?





Mathilde (frantic):

I—I've lost Madame Forestier's necklace!
It was here / right here around my neck!

Narrator:

They searched everywhere—
in the folds of her dress,
in her coat pockets,
on the floor, under the chairs...

Monsieur Loisel (distracted, tense):

It's not here. We'll have to go back.
Maybe someone found it...

Mathilde (voice trembling):

No one will return it. We've lost it.
We've lost everything.

Dialogue Scene: "The Revelation"

Characters:

- **Mathilde**
- **Madame Forestier**

Narrator:

Ten years passed.
Mathilde looked older, worn. She had lived in poverty, working to
repay the debt for the lost necklace.
One Sunday, while walking on the Champs-Élysées...

Mathilde (hesitant but hopeful):

Good morning... Jeanne.

Madame Forestier (startled):

I'm sorry... Who are you?

Mathilde (quietly):

I'm Mathilde Loisel.





Madame Forestier (utterly shocked):

Oh, my poor Mathilde!

How you've changed!

Mathilde (sad, sincere):

I've had hard times since I lost your necklace.

Madame Forestier (confused, then gasps):

What? But Mathilde...

It was only paste!

It was worth at most five hundred francs!

Narrator:

Mathilde stood in silence.

Ten years—of hardship, sacrifice, and loss...

All for nothing.

ACTIVITY 2: Pair Practice with Coaching

Directions:

- One learner reads a line from the dialogue aloud, using **voice and non-verbal cues**.
- The partner **gives feedback**: "Did you show panic on your face?" "Could your hand gestures be clearer?"
- Switch roles.

Rehearse with a classmate and ask each other:

1. How did using non-verbal cues change how you felt while reading?
2. What difference do they make to your audience?

Do:

Self-Assessment Checklist

Place a ☐ if you did this during your reading:

- ☐ I read at a natural pace—not too fast or too slow.
- ☐ I paused where there were commas, periods, or dramatic moments.
- ☐ I changed my tone of voice to match the emotion or mood.





- ☐ I emphasized important or emotional words.
- ☐ I used rising or falling pitch to make the reading more engaging.
- ☐ I made my reading sound smooth and expressive, like storytelling.
- ☐ I made eye contact or showed confidence (if reading in front of others).

Activity 3: Match, Understand, Perform!

Directions:

1. Look at the table below. Each row has a vocabulary word and a random definition.
2. Your task is to draw a line to match each word to its correct definition based on what you remember from the dialogue or your understanding of emotional vocabulary.
3. After matching, choose 2–3 words and act them out using voice and body language.
4. Let the class guess the word based on your tone, movement, and emotion.
5. Use fluency markings if needed (e.g., ★ for drama, ↑/↓ for volume, underline for tone).

Word Card (Vocabulary)	Definition Card (Meaning)
frantic	feeling intense surprise and disbelief
panicked	speaking or acting with honesty and emotion
distracted	unsure or uncertain in approach
trembling	overwhelmed by grief, loss, or despair
concerned	shaking from emotion or fear
startled	showing worry or care for someone
hesitant	surprised suddenly, caught off guard





sincere	unable to focus due to stress or worry
shocked	feeling extremely anxious and rushed
devastated	filled with sudden fear and confusion

ACTIVITY 4: Using context clues, non-verbal cues, and fluency markings

Directions:

1. Choose a passage.
2. Underline the emotional word or phrase.
3. Identify the correct meaning using context clues.
4. Choose the non-verbal cue that best matches the emotional tone.
5. Apply the correct fluency marking to the **bolded** line.
6. Read the passage applying correct pacing and non-verbal cues to display fluency.

1. Jasmine adjusted her outfit for the fifth time. She glanced around the room, biting her lip. **“Do I look okay?”** she whispered. What is Jasmine most likely feeling?

- a. Confident
- b. Nervous about how others see her
- c. Angry at someone
- d. Disinterested

Non-verbal cue that fits:

- a. Arms crossed, stern face
- b. Hands on hips, loud voice
- c. Fidgeting, avoiding eye contact
- d. Smiling, head held high

Apply a fluency marking to:

“Do I look okay?”





2. Liam laughed too loudly at every joke, glancing often at his classmates to see their reaction. **He needed to be liked.**

What does “needed” suggest in this context?

- a. He was desperate for approval
- b. He was angry with others
- c. He had no interest in fitting in
- d. He was joking confidently

Non-verbal cue that fits:

- a. Quiet shrug
- b. Forced smile, wide eyes
- c. Blank face
- d. Relaxed shoulders

Apply a fluency marking to:

He needed to be liked.

3. She tried to speak, but her voice was barely a whisper.

Her eyes stared at the ground, and her hands trembled slightly.

“I... I don’t really have anything to say,” she muttered.

What emotion does she show?

- a. Joy
- b. Confidence
- c. Shyness or insecurity
- d. Curiosity

Non-verbal cue that fits:

- a. Arms raised
- b. Eyes downcast, fidgeting
- c. Chin high
- d. Steady voice

Apply a fluency marking to:

“I... I don’t really have anything to say,”





4. Carlos entered the room with his head held high and a confident stride. He smiled broadly and greeted everyone by name. **“Great to see you all!”** he exclaimed.

What does this suggest about Carlos's self-image?

- a. He feels uncomfortable in social settings
- b. He is socially confident and self-assured
- c. He's trying to avoid attention
- d. He is unsure of how to act

Non-verbal cue that fits:

- a. Eye contact, open gestures
- b. Hands in pockets
- c. Looking away, shoulders down
- d. Slouched posture

Apply a fluency marking to:

“Great to see you all!”

5. During the presentation, Mica's voice rose sharply.

She avoided eye contact, and her pacing grew faster.

“I just think, maybe I'm not the right person for this,” she said.

What emotion is being shown?

- a. Determination
- b. Embarrassment and self-doubt
- c. Excitement
- d. Anger

Non-verbal cue that fits:

- a. Clenched fists
- b. Smiling broadly
- c. Shifting weight from foot to foot
- d. Standing tall

Apply a fluency marking to:

“I just think— / maybe I'm not the right person for this.”





Ponder on these!

1. How did body language (non-verbal cues) help you understand what the character was feeling, even if it wasn't directly stated?

2. Which fluency marking (pause, pitch, tone, expression) helped you feel the emotion of a line best?

3. What strategies did you use to figure out the correct meanings of the bolded lines?

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		





ARAL-Reading Plus

Learner's Name		Intervention Week	2
Grade Level & Section		Intervention Session	4

Reading Fluency Check

Directions: Read a short passage aloud. As you read, focus on fluency, expression, and understanding. After reading, reflect on your performance.

Evaluation Checklist (Teacher marks ✓ if demonstrated)

- ☐ I read aloud smoothly, without long pauses or frequent stops.
- ☐ I used proper pacing (not too fast, not too slow).
- ☐ I used an expression that matched the meaning of the text.
- ☐ I used non-verbal cues (e.g., eye contact, facial expression, gestures) to make my reading more engaging.
- ☐ I used context clues to figure out unfamiliar words.
- ☐ I reread parts to self-correct when I made a mistake.

Self-Reflection:

- The part I did best in was:

- The part I need to improve is:





Teacher's Comment:

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		





ARAL-Reading Plus

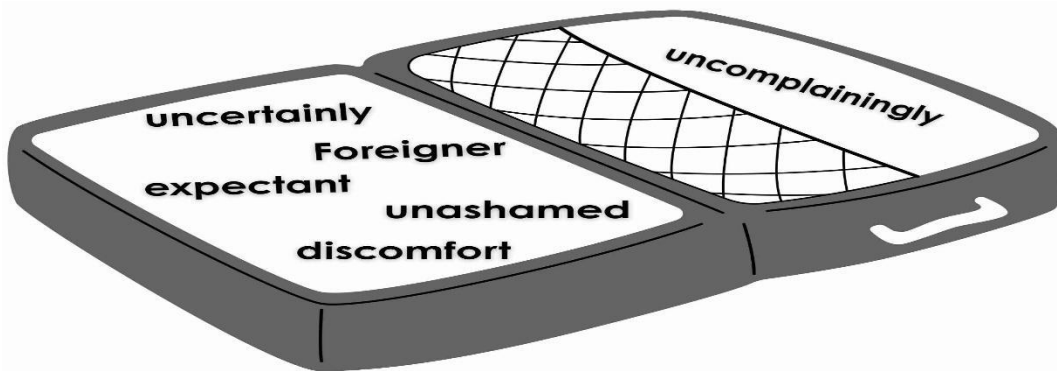
Learner's Name		Intervention Week	3
Grade Level & Section		Intervention Session	1



Let's Warm Up!

Activity 1: Maria's Luggage

Directions: Complete each sentence by choosing the correct emotion or experience from Maria's "luggage"—the feelings she may have carried during her journey to meet Leon's family.



Clue Sentence
Maria walked beside Leon, _____, though the journey was long and hot.
She adjusted her dress with slight _____ as they passed the fields.
Leon looked _____ even as people stared at Maria.
Baldo looked _____ at his father, waiting for his reaction.
She looked like a _____ among the villagers in Nagrebcan.
Maria's eyes had an _____ look as the house came into view.





Activity 2a: Reading the Text

1. Group Setup:

- Work in pairs or small groups.
- Assign roles: *Narrator (Baldo)*, *Leon*, *Maria*, and *Father*.
- If needed, some learners may take turns reading paragraphs.

2. Mark Your Script:

Use these simple marks to help you read with expression:

- / – pause or take a breath
- ↑ – say this part louder
- ↓ – say this part softer
- Underline – say this part with emotion (e.g., calm, worried, happy)
- ★ – use non-verbal cues (face, hands, body) to show a strong feeling

➤ Example:

“Do you think / Father will like me?” (↓ soft voice, ★ nervous face)

3. Practice Non-Verbal Cues:

- Facial expression – smile, frown, raise eyebrows
- Gestures – hold hands to chest, wave, point, etc.
- Body movement – sit up straight, look away, lean in, etc.

4. Read Your Part Aloud:

- Read slowly and clearly.
- Use your voice and face to show how the character feels.
- Pause when the story shifts or when someone speaks.

5. Audience Role (Optional):

- The rest of the class listens and watches.
- After each group reads, classmates guess:
 - How did Maria feel?
 - Was Leon calm or worried?
 - What kind of person is the narrator?

✎ Tips:

- If you're shy, focus on just one non-verbal cue (e.g., facial expression).
- If you're confident, combine voice and gestures to make it more dramatic!
- You don't have to memorize the lines—just read with feeling.





Activity 2b: Chunk Reading

Directions: Read each part of the story in small chunks. After reading each chunk, answer the questions about the characters. Think about what they do, say, and feel in each scene. Write your answers clearly in your notebook or on the worksheet.

Chunk 1: First Meeting

♀ Paragraphs 1–5

Questions:

1. Who is telling the story?

2. What does the narrator first notice about Maria?

3. How does Maria speak or act when she meets Baldo?

4. What does Leon say when he talks about Maria?

Chunk 2: The Cart Ride

♀ Paragraphs 6–13

Questions:

1. What is Leon doing while they are riding the cart?

2. What does Maria say about the place or the ride?

3. What does Baldo think while watching them?





Chunk 3: The Song and the Star

♀ Paragraphs 14–17

Questions:

1. What do Maria and Leon talk about?

2. What does Maria do when Leon sings?

3. What does their talk and laughter show about their relationship?

Chunk 4: Almost Home

♀ Paragraphs 18–20

Questions:

1. What does Maria say about the road or the place?

2. What is Maria worried about?

3. How does Leon answer her worry?

Chunk 5: At the House

♀ Paragraphs 21–24

Questions:

1. What does Baldo do when they arrive?

2. What do the women in the house do when Maria comes in?





3. How do you think Maria feels at this time?

Chunk 6: The Father

♀ Paragraphs 25–29

Questions:

1. What does the father do when they get home?

2. What does Baldo tell the father?

3. What do you think the father feels about Maria at the end?

Activity 3: Word Structures and Who's Who

Directions:

1. Look at the word in the first column.
2. Break it into parts:
 - Write the prefix (if it has one)
 - Write the root word
 - Write the suffix (if it has one)
3. Read the clue question.
4. Think about the story. Who does the word describe?
5. Write the character's name in the last column.

Word	Prefix	Root	Suffix	Clue Question	Character
Uncomfortable	un–	comfort	-able	Who might have felt out of place in the wide, quiet countryside, even if she didn't say it aloud?	Maria





Respectful				Who showed politeness when meeting someone new, even though she came from a very different background?	
Observant				Who stayed quiet but noticed every little thing—how people acted, what they said, and what they didn't say?	
Uncertain				Who asked softly if the father would like her, revealing her quiet fear of not being accepted?	
Admiring				Who looked up to his older brother, watching how confidently he led the journey?	
Thoughtful				Who gently asked his wife if she was afraid or tired, showing care during the journey?	
Introduction				Who brought someone special home and presented her to the family with pride?	
Discomfort				Who tried to stay calm even when the journey through the rough road was tiring and unfamiliar?	
Acceptance				Who didn't speak much but, in the end, seemed to approve of Maria without needing many words?	
Disappointment				Who feared she might not be liked or welcomed after coming so far from the city?	





Activity 4a: Who Am I?

Directions: Read each clue. A **bolded** word in the clue contains either a prefix or a suffix. Use both the context and the word clue to guess which character is speaking. Write the name of the character on the blank.

_____ 1. I guided the bull while silently observing everything. I noticed how she held her skirts and how my brother spoke to her. I remained quiet but **observant**.

_____ 2. I came from the city. I walked beside my husband, tried to win over his family, and even smiled while the sun hurt my skin. I stayed respectful, even when feeling a little **uncomfortable**.

_____ 3. I led the journey home and spoke with pride. I asked gently if she was afraid of the journey and called her 'my wife.' I was **thoughtful** and confident.

_____ 4. Though I never appeared directly in the scene, My presence was a quiet tension. I had to be impressed by the woman my son brought home, and I watched for signs of **disrespect**.

_____ 5. I wasn't in the cart, but I waited at home. I'm part of the simple provincial life that contrasts the city girl's background. My reaction was full of **acceptance**, though quiet and emotional.





Activity 4b: Break It Down & Match It Up!

Directions:

1. Read each sentence in Activity 4a carefully.
2. Find the **bolded word** and break it into:
 - Prefix (if any)
 - Root word
 - Suffix (if any)
3. Match the word to its correct meaning from the choices below.

- A. Feeling out of place or uneasy
- B. Watching closely and paying attention
- C. Showing care and kindness toward others
- D. Being impolite and showing dishonor
- E. The act of being welcomed or approved

Word	Prefix	Root	Suffix	Meaning (Match A–E)
Observant				
Uncomfortable				
Thoughtful				
Disrespect				
Acceptance				

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		





ARAL-Reading Plus

Learner's Name		Intervention Week	3
Grade Level & Section		Intervention Session	2

Activity 1: My Carretela Adventure

Imagine you are riding in a carretela through the countryside, either visiting your friend's hometown for the first time or showing them around your own hometown. Draw or write three 'things' you would see, hear, taste, or feel during your ride.

Scenario 1: Showing My Hometown to a Friend

Directions: Draw or write three things (places and events) from your own hometown. Under each, describe it briefly and write how you might feel about it.

LOCAL FRIEND'S CARRETELA







Scenario 2: Visiting My Friend's Hometown

Directions: Draw or write three things (places or events) you might discover in your friend's hometown around the carretela. Under each, describe it briefly and write how you might feel about it.

**VISITOR'S
CARRETELA**



The illustration shows a brown horse pulling a wooden carretela (a traditional horse-drawn carriage). A person with dark hair, wearing an orange shirt, is seated inside the carretela, looking forward. The carretela has a simple roof and large spoked wheels. The entire scene is set against a light beige background.





Activity 2: Maria's Travel Diary

Step into Maria's shoes as she travels to her new home in *Nagrebcan*. As we read the story, pause and record what she might see, hear, smell, or feel (Setting) and what she might worry about or feel tense about (Conflict).

Maria's Travel Diary Entries:

What I See / Feel (Setting)	What I Worry About (Conflict)

Ponder on these:

1. Which part of the journey had the most beautiful setting?
2. Which part had the most tension or worry for Maria?
3. How did the setting influence the conflict in this part of the story?





Activity 3: Setting and Conflict

Directions: Below are excerpts from “How My Brother Leon Brought Home a Wife.”

1. Read each excerpt carefully.
2. Identify whether it shows the **SETTING** (description of place, atmosphere, environment) or a **CONFLICT** (challenge, tension, or problem faced by a character).
3. Write “**S**” for Setting or “**C**” for Conflict in the first column.
4. In the last column, briefly explain your answer.

No.	S / C	Excerpt from the Story	Why? (Brief Explanation)
1		“ carretela ” – the rural cart from which Maria steps, evoking the provincial mode of transportation	
2		“ Nagrebcan ” – the rural hometown, grounding the narrative in its Philippine setting	
3		“The sun was in our eyes... dipping into the bright sea.”	
4		“The sky was wide and deep and very blue... saw-tooth rim of the Katayaghan hills.”	
5		“fields swam in a golden haze... floated big purple and red and yellow bubbles.”	
6		“Labang’s white coat... glistened like beaten cotton... his horns appeared tipped with fire.”	
7		“the camino real” – traditional road linking places.	
8		“camino real curves around the foot of the Katayaghan hills.”	
9		“stars... sky burned with many slow fires.”	





10		"grassy side of the road", "fields", "rocky bottom of the Waig."	
11		"She hesitated" – indicates Maria's initial uncertainty in touching Labang.	
12		"I pondered the matter quietly... thinking Father might not like it."	
13		"It was only the name... and it sounded much better that way."	
14		"But it is so very wide here."	
15		"I am afraid. He may not like me."	

Discussion Questions:

1. Which excerpts gave you the clearest picture of **Nagrebcan**?

2. Which excerpts revealed the **tensions** Maria experienced?

3. How do the *setting* descriptions help show the difference between city and rural life?

4. How do the *conflict* excerpts connect to the story character traits?





Activity 4: Building the Story: Setting and Conflict Words

Below is a short passage based on a countryside scene. The *Word Bank* contains examples of *settings* (places, natural features, or descriptions that tell where and when the story happens) and *conflicts* (feelings, emotions, or situations that show struggle or tension).

PART A.

Directions: Fill in each blank with the most appropriate word from the word bank. Some words may be used more than once, and not all words will be used.

Word Bank:

dusty road • bamboo grove • distant mountains • cool breeze • grazing carabaos • rice paddies • twilight • anxious • shy • uneasy • tense • doubtful • overwhelmed • uncertain

1. The cart rattled along the _____, raising small clouds behind it.
2. Maria caught sight of the _____, their peaks faint in the fading light.
3. A _____ passed through the _____, carrying the scent of fresh leaves.
4. The sight of the _____ by the fields made her smile for a moment.
5. As they neared the house, Maria felt _____ about how she would be received.
6. The air grew still, and she became _____ when Leon's father stepped forward.
7. Under the soft glow of _____, her thoughts turned _____, wondering if she belonged here.

PART B.

Directions: Use the following phrases in your own sentence.

8. "big shady tree"- _____
9. "quiet street"- _____
10. "afraid to talk to new people"- _____





PART C.

Directions: Read each sentence carefully. Use the Meaning Clue provided to form a new word from the **bolded** term in the sentence by adding the correct prefix or suffix. Write your answer in the “Answer” column.

No.	Sentence	Meaning Clue	Answer
1	The once dusty road became clean after the heavy rain.	State of being dusty	
2	From the hilltop, they admired the distant mountains covered in mist.	In a distant way	
3	The evening was calm, with a cool breeze that made everyone relax.	In a cool way	
4	Farmers watched the grazing carabaos in the fields.	Describing the action in progress	
5	Golden sunlight reflected on the rice paddies .	Having the quality of rice paddies	
6	The village looked beautiful at twilight .	To make dark like twilight	
7	She became more anxious as the contest drew near.	In an anxious manner	
8	The child hid behind her mother, feeling shy .	State of being shy	
9	He spoke in an uneasy voice about the problem.	In an uneasy manner	
10	Her hands were tense while waiting for the results.	State of being tense	





Activity 5: Spot the Setting and Conflict

Directions: Read the short passage below. Underline the details that describe the *setting* and **box** the details that show the *conflict*.

1.	Ana walked along the narrow, dusty road toward the small wooden bridge. The sun was setting, painting the sky orange and pink. She stopped at the bridge, her heart pounding. Tomorrow, she would meet her new classmates for the first time, and she wasn't sure if they would like her.
2.	The rain poured heavily on the tin roofs of the small fishing village. The waves crashed against the shore as Pedro tightened the ropes of his small boat. He needed to sail in the morning, but the storm showed no signs of stopping.
3.	Liza stood at the entrance of the grand library, surrounded by tall shelves filled with old books. The smell of paper and ink filled the air. She wanted to borrow a rare book for her project, but another student had just taken the last copy.
4.	The park was quiet, with only the sound of leaves rustling in the cool wind. Children's laughter could be heard in the distance. Carlo sat alone on a bench, watching his friends play basketball without him after their argument.
5.	Bright lanterns hung across the streets for the town fiesta. The air was filled with the scent of roasted corn and fresh flowers. Maya wanted to enjoy the night, but she kept thinking about the letter she needed to deliver to her strict uncle.

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ 		





ARAL-Reading Plus

Learner's Name		Intervention Week	3
Grade Level & Section		Intervention Session	3

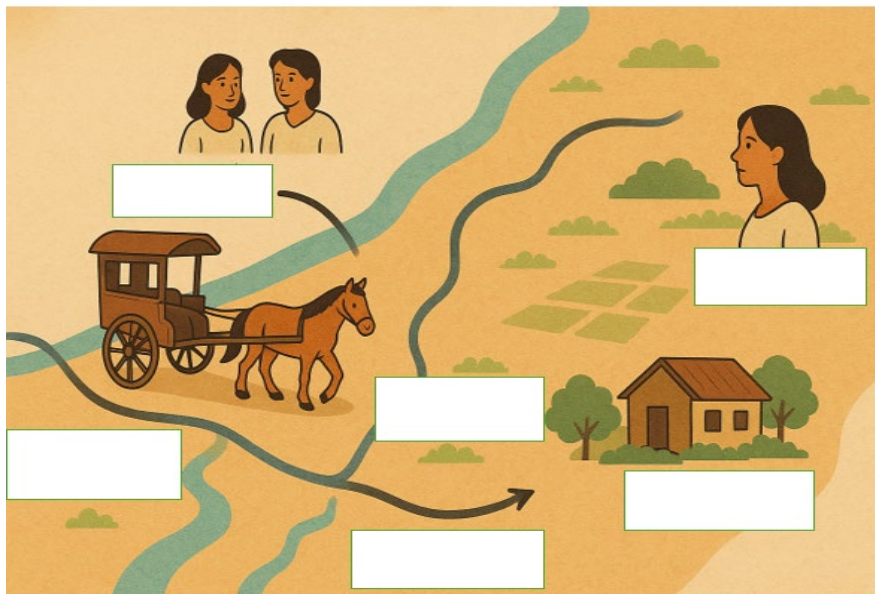
Activity 1: Mapping Maria's Journey

Directions: Maria traveled from the city to Leon's hometown in Nagrebcan. On the map below, you will see the route she took. Your task is to:

1. Label each place Maria passed through (using the word bank).
2. Number the places in the correct order.

WORD BANK:

- City
- Narrow Camino Real
- Corn & Tobacco Fields
- Stream
- Kaingin / Bamboo Bridge
- Leon's House in Nagrebcan





Activity 2a: Journey Stops

Directions: Read the sentences below. They describe key events in the story, but the order has been jumbled. Arrange them in the correct sequence by numbering them (1–4).

Jumbled Sentences:

_____ Then, as they traveled, Maria observed the fields and the countryside with curiosity.

_____ Finally, they arrived at Leon's home in Nagrebcan, where Maria would meet his family.

_____ First, Maria met Baldo, who came to fetch her and Leon with the carretela.

_____ Next, instead of passing through the main road, Baldo drove them by the Waig, following Father's instruction.

Activity 2b: Reaching the Destination

Directions: Answer the following questions:

1. What challenge did Maria face in the story?

2. How was this resolved at the end?

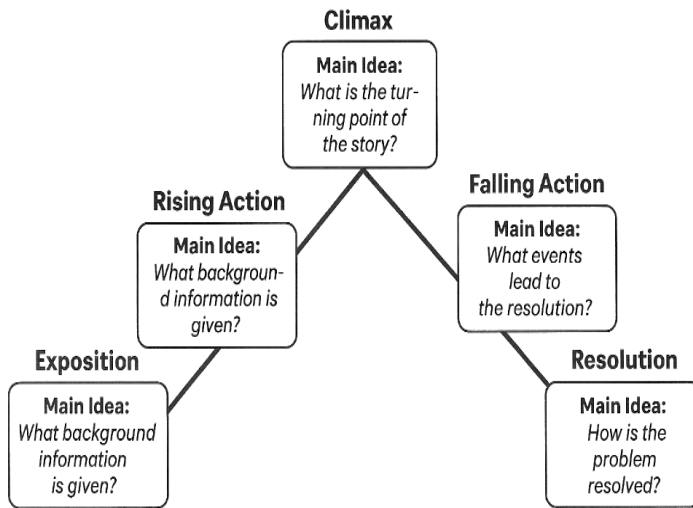
3. What does this tell us about Maria's character?





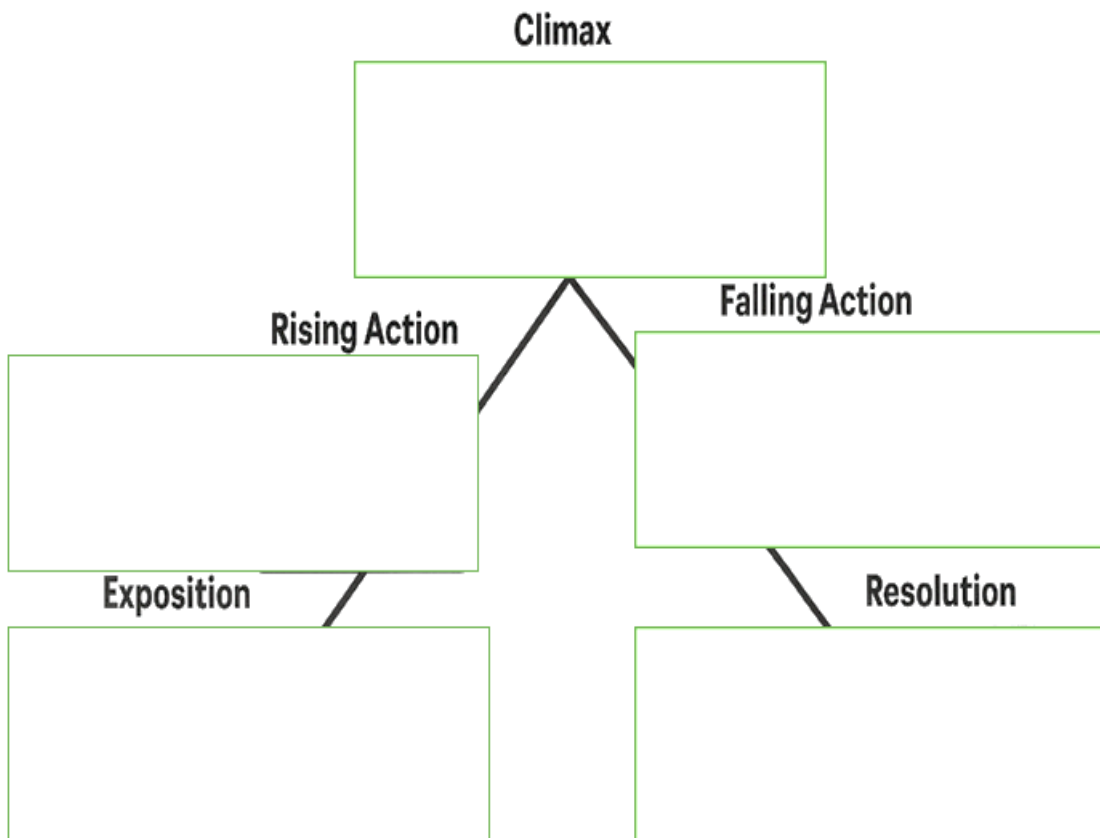
Activity 3: Unfolding the Plot

Plot Mountain Chart



Directions: Recall that every story has a plot with a beginning, middle, and end. Each part shows the main idea of that stage in the story. Work in groups to complete the Plot Mountain Chart below. Discuss and agree on the main idea for each part of the story before writing it on the chart.

Plot Mountain Chart





Let's Practice!

I. Directions: Read the sentences carefully. Write numbers 1–4 to show the correct order of events.

1. _____ Maria and Leon crossed the Waig River with Baldo.
2. _____ Baldo fetched Leon and Maria with Labang, the bull.
3. _____ They passed through the fields as the sun was setting.
4. _____ Maria reached Leon's home and met his family.

II. Directions: Encircle the letter of the best answer.

1. What was Maria most worried about?
 - a. Traveling with Labang
 - b. Being accepted by Leon's family
 - c. Crossing the Waig River
 - d. Meeting Baldo
2. How did the family show their acceptance of Maria?
 - a. By ignoring her
 - b. By welcoming her warmly
 - c. By sending her back to Manila
 - d. By asking her many questions
3. What does the resolution show?
 - a. Maria could not adjust
 - b. Maria was accepted into Leon's family
 - c. Baldo disliked Maria
 - d. Leon was forced to choose
4. The story's plot mostly centers on:
 - a. A bull's journey
 - b. Maria's acceptance in Leon's family
 - c. A conflict between brothers
 - d. A trip to Manila
5. The type of conflict in the story is:
 - a. Man vs. Nature
 - b. Man vs. Society
 - c. Man vs. Self
 - d. Man vs. Man





6. The ending of the story can best be described as:
- Joyful and accepting
 - Sad and lonely
 - Violent and tragic
 - Unfinished and confusing

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____ 		



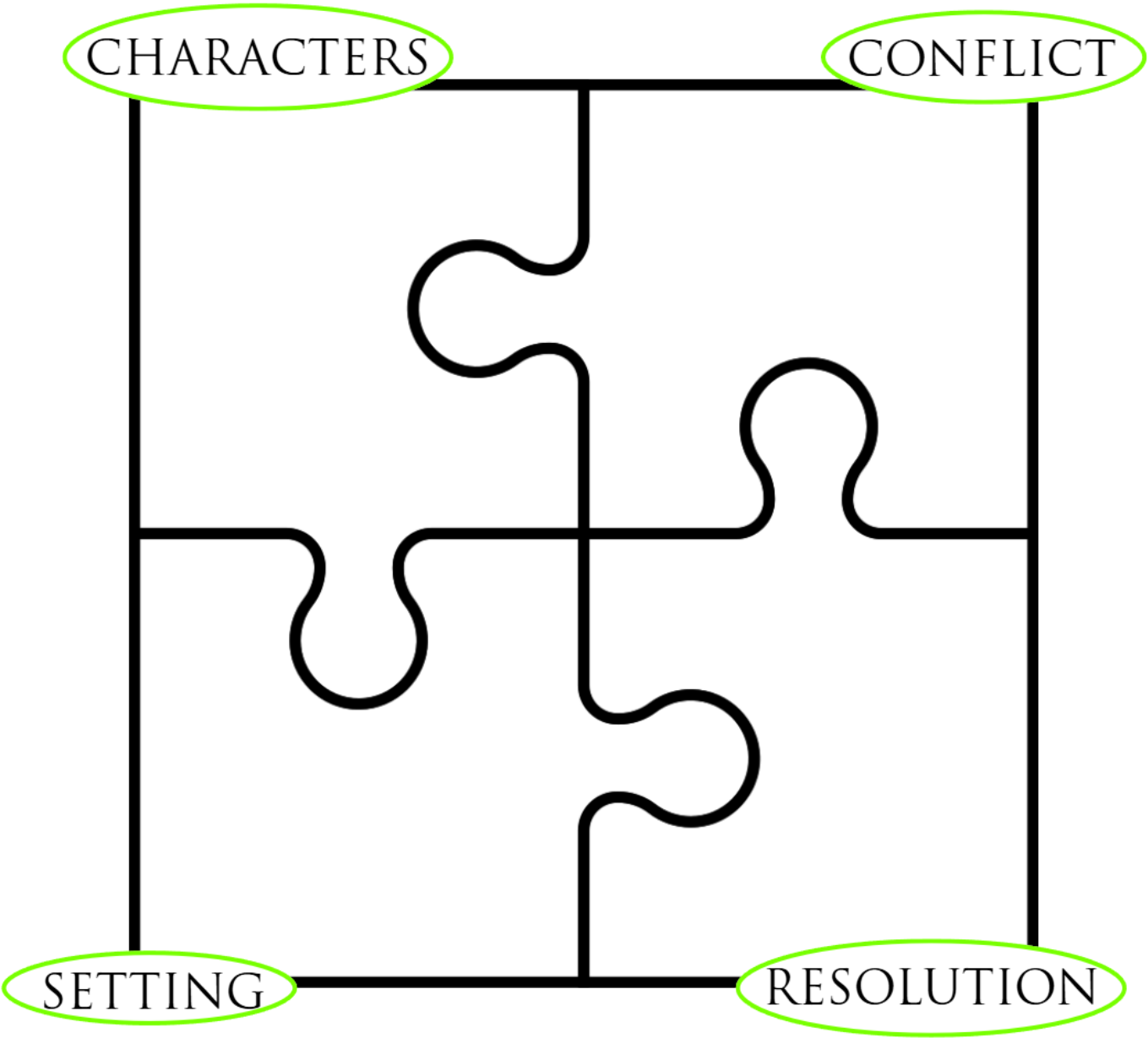
ARAL-Reading Plus

Learner's Name		Intervention Week	3
Grade Level & Section		Intervention Session	4

Activity 1: Story Puzzle

Directions: Each piece represents an important element of the story: *Character*, *Setting*, *Conflict*, and *Resolution*. Read the descriptions below and write them to the correct puzzle piece.

Once all are matched, you will reveal the story's message.



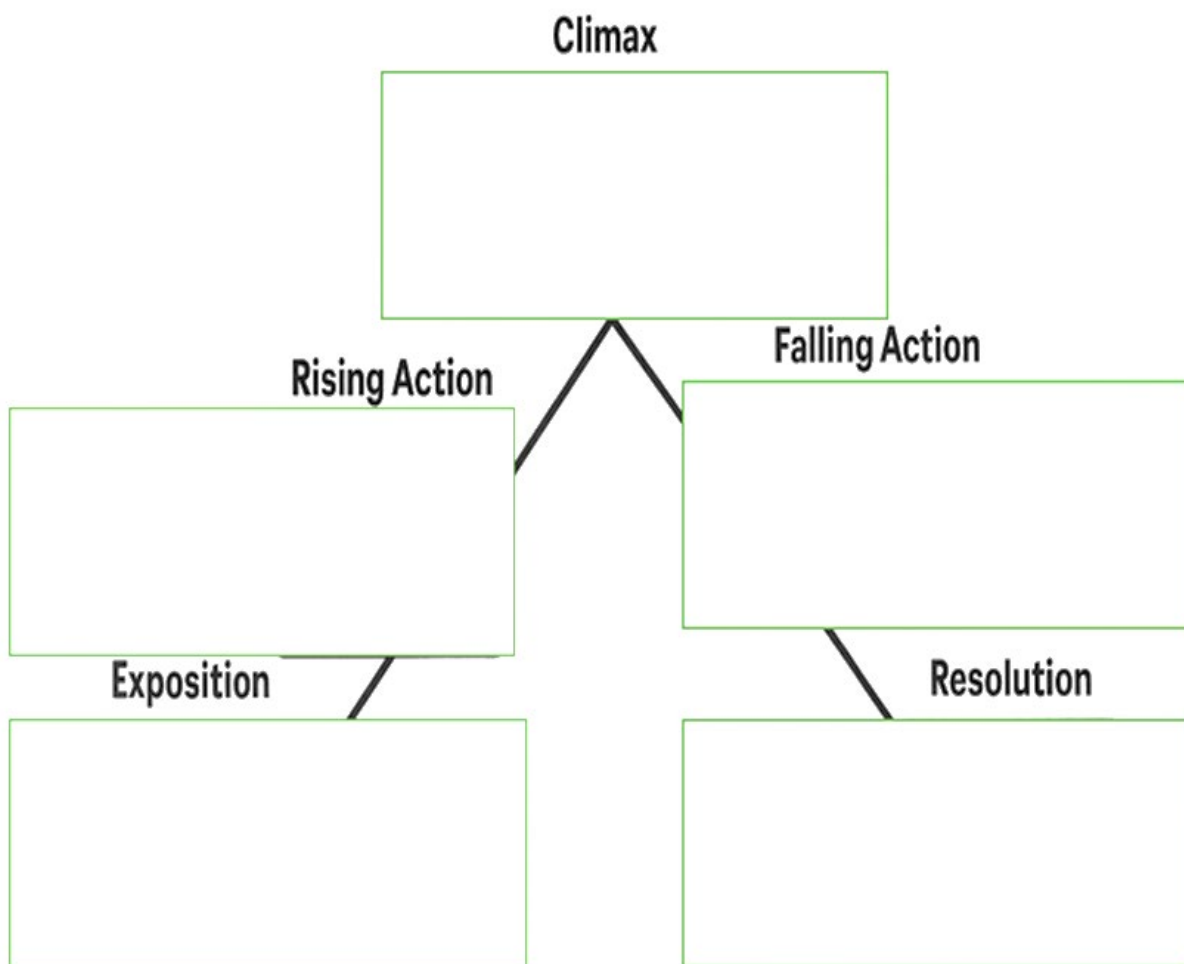
Puzzle Descriptions



Activity 2: Plot Mountain

Directions: Read the story events below. Place each event in the correct part of the *Plot Mountain* (Exposition, Rising Action, Climax, Falling Action, Resolution). Then, answer the reflection questions.

Plot Mountain Chart



STORY EVENTS

- A. The narrator waits for Leon and Maria's arrival.
- B. They ride the cart home through the countryside.
- C. Maria expresses admiration for the landscape.
- D. The narrator observes Maria's reactions and manner.
- E. They pass the fields, and the sky begins to change.
- F. Leon asks Maria if she is afraid of his father.
- G. They arrive home, and Maria meets Leon's family.





Activity 3: Jumbled Excerpts!

Directions: Review all the jumbled excerpts from the story below. Rearrange the excerpts in the correct plot (chronological) order (A-G).

	"As we passed the fields, the sky began to change colors, turning from blue to shades of orange and pink as the sun set."
	"I watched her closely. She was quiet, but her eyes were wide with wonder at everything she saw."
	"We arrived at the house, and Father was waiting for us. Maria stepped down from the cart, and Father greeted her warmly, 'Welcome to our home.'"
	"She looked around and said, 'It is so beautiful here. I have never seen anything like it before. '"
	"I was waiting for them at the end of the road when they came. I had been waiting for them for a long time."
	"Leon turned to Maria and asked, 'Are you afraid of Father?' She looked at him and shook her head, 'No, I am not afraid. '"
	"We climbed into the cart, and my brother Leon took the reins. The bull, Labang, was already hitched to the cart, and we started our journey home."

Activity 4: Story Road Map Summary

Part A: Transitional Devices

Directions: Fill in the blanks with appropriate transitional devices to connect the events. Choose from the box:

First, Next, Then, After that, Meanwhile
Finally, As, Because, However

- _____ the narrator waits for Leon and Maria's arrival.
- _____ they ride the cart home through the countryside.
- _____ Maria expresses admiration for the landscape.
- _____ the narrator observes Maria's reactions and manner.
- _____ they pass the fields and the sky begins to change.
- _____ Leon asks Maria if she is afraid of his father.
- _____ they arrive home, and Maria meets Leon's family.

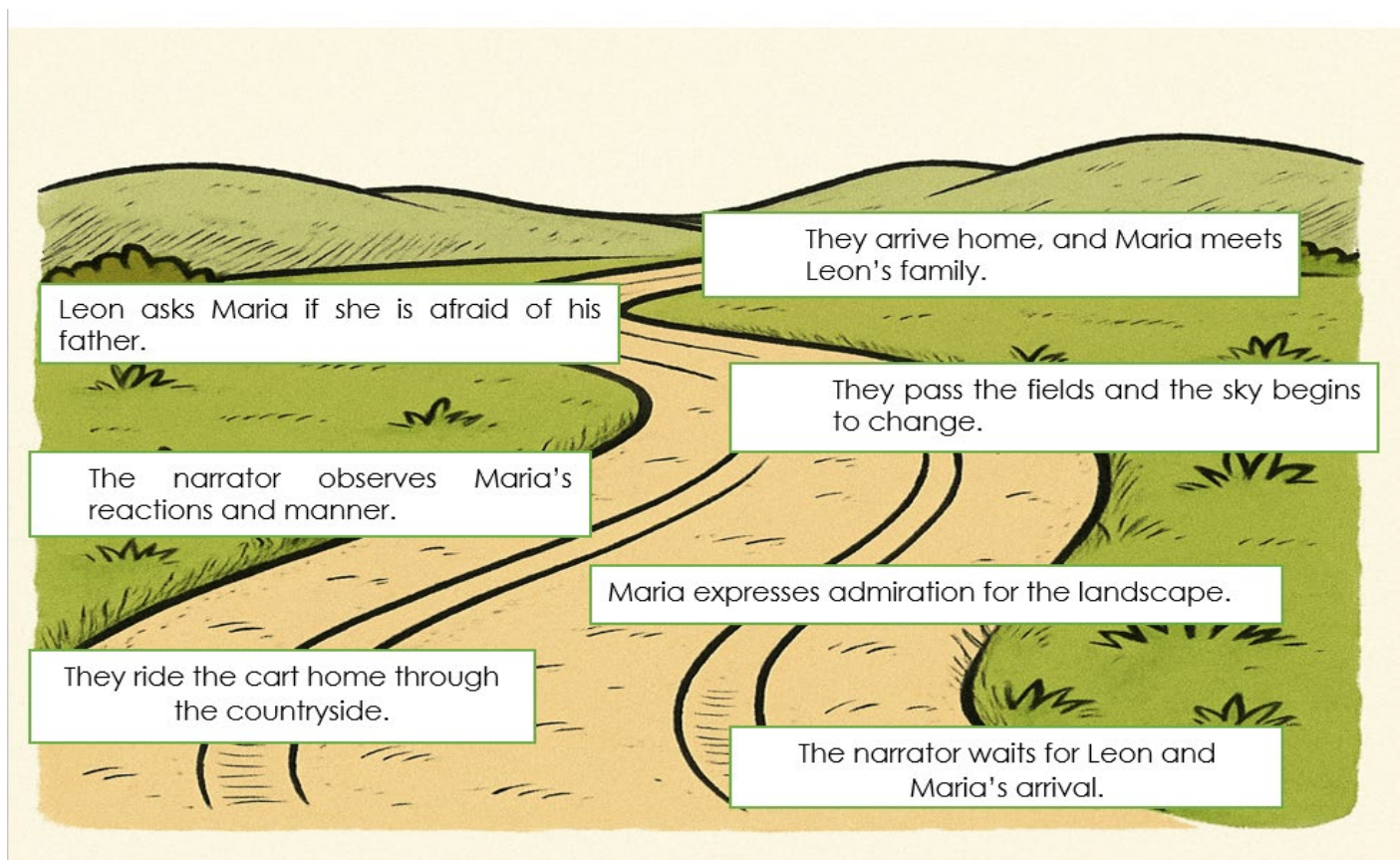




Part B: Retelling the Story

Directions: In pairs, use the story road map and transitional devices to retell the story in your own words, ensuring the events flow smoothly. Afterward, rate each other's retelling using the rubric.

STORY ROAD MAP



Peer Evaluation Rubric for Story Retelling

Criteria	Excellent (3)	Satisfactory (2)	Needs Improvement (1)	Score
Use of Transitional Devices	Uses transitional devices correctly throughout	Uses some transitional devices correctly	Rarely uses transitional devices	
Story Sequence / Flow	Events are in correct order and flow smoothly	Most events in correct order; some minor confusion	Events are out of order or unclear	
Clarity & Expression	Speaks clearly with good expression	Speaks clearly most of the time	Hard to understand; lacks expression	
Completeness	All major events included	Most major events included	Many major events missing	

Total Score: _____ / 12





Rubric for Scoring:

Criteria	3 - Excellent	2 - Good	1 - Needs Improvement
Content	Complete and accurate summary of main events.	Some events are missing or unclear.	Incomplete or inaccurate summary.
Organization	Well-organized with logical flow.	Some lapses in order/flow.	Events are disorganized or confusing.
Transitions	Effective use of transitional words.	Some transitional words used.	Few or no transitional words.
Mechanics	Few or no errors in grammar/spelling.	Some errors but meaning is clear.	Many errors that affect clarity.

Score: 12 = Excellent, 8–11 = Good, 4–7 = Needs Improvement

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____ 		





ARAL-Reading Plus

Learner's Name		Intervention Week	4
Grade Level & Section		Intervention Session	1

Activity 1: Tracing the Necklace Through Words

Part A. Context Clues – Fill in the Blank

Directions: Read the sentences and choose the best word from the box. Then, explain how you inferred your answer.

Word Bank: dowry • exquisite • elegant • poverty • envy • debt • vanity • despair

1. Mathilde dreamed of receiving a large _____ so she could marry into wealth.
2. She longed for _____ gowns and jewelry to make her look glamorous at parties.
3. The necklace seemed so _____ that she felt transformed when she wore it.
4. Her husband was only a clerk, so they lived a modest life close to _____.
5. When she compared herself to wealthy women, her heart filled with _____.
6. After losing the necklace, she and her husband sank into years of _____ to repay what they owed.
7. Her love for beauty and appearances was rooted in her _____.
8. At the end of the story, she fell into complete _____ when she learned the truth about the necklace.





Part B. Inference

Directions: For each completed sentence, answer the follow-up questions.

What does this word tell you about Mathilde's character or situation?

Example:

Sentence: *Her husband was only a clerk, so they lived a modest life close to **poverty**.*

Inference: *She feels trapped in a poor life and isn't satisfied..*

Activity 2: Making Inferences

Directions: Read each question carefully. Choose the letter of the best answer.

1. From Mathilde's constant unhappiness about her social status, we can infer that she:
 - a. Was content with a simple life
 - b. Valued appearances and wealth above all else
 - c. Wanted to work hard to change her life
 - d. Felt proud of her husband's position

2. Mathilde's insistence on wearing an expensive-looking necklace suggests that she:
 - a. Wanted to impress others at the ball
 - b. Was afraid of borrowing from her friend
 - c. Preferred to stay at home quietly
 - d. Already owned many jewels





3. We can infer that Mathilde's husband, who willingly gave up his savings for her dress, is:
 - a. Selfish and careless
 - b. Generous and devoted
 - c. Wealthy and ambitious
 - d. Proud and arrogant

4. Mathilde's ten years of hardship after losing the necklace imply that:
 - a. Her vanity brought about her downfall
 - b. She gained wealth through sacrifice
 - c. She achieved her dream lifestyle
 - d. She proved to be wiser than her husband

5. The story implies that French society at the time:
 - a. Allowed women to inherit property equally
 - b. Valued wealth and appearance as measures of worth
 - c. Had no distinctions between the rich and the poor
 - d. Gave equal opportunities regardless of social class

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____ 		





ARAL-Reading Plus

Learner's Name		Intervention Week	4
Grade Level & Section		Intervention Session	2

Activity 1: Words that Shape the Ending

Part A. Vocabulary Preview

Directions: Draw a line to match each word to its correct meaning.

A

1. Distress
2. Magnificent
3. Humiliating
4. Immoderate

B

- a. Causing shame or embarrassment
- b. Very beautiful or grand
- c. Extreme or excessive
- d. Great suffering, pain, or anxiety

Part B. Predicting with Words

Directions: Complete each sentence using the given word, then predict what might happen.

1. Because Mathilde experienced much **distress**, she might

_____.

2. When she saw the **magnificent** necklace, she might

_____.

3. After ten years of hard work, Mathilde found her new life **humiliating**, so she might

_____.

4. Mathilde's **immoderate** desire for luxury could lead her to

_____.





Part C. Create Your Own

Directions: Choose one of the four words and write your own prediction sentence about what could happen to Mathilde or her husband.

Word: _____

Prediction:

Activity 2: Predicting Outcomes

Directions: Read each question carefully. Encircle the letter of the best prediction that logically follows from the situation described in the story.

1. Mathilde is unhappy with her simple home and dreams of wealth. What is the most likely outcome of this attitude?
 - a. She will appreciate her husband more.
 - b. She will long for things beyond her reach.
 - c. She will decide to work hard to earn money.
 - d. She will avoid attending social gatherings.

2. Mathilde insists on borrowing a necklace for the ball. What is the most likely outcome?
 - a. She will impress everyone but risk facing consequences later.
 - b. She will refuse to attend the party.
 - c. She will be satisfied with her simple dress.
 - d. She will buy her own jewelry.





3. Mathilde dances joyfully at the ball, admired by all. What outcome can be predicted?
 - a. She will realize she prefers her modest life.
 - b. She will desire more parties and luxury.
 - c. She will sell the necklace immediately.
 - d. She will confess to her husband about her unhappiness.

4. Mathilde discovers the necklace is missing. What is the most likely outcome?
 - a. She will honestly tell her friend right away.
 - b. She will panic and try to replace it secretly.
 - c. She will blame her husband for the loss.
 - d. She will ignore it and hope her friend does not notice.

5. Mathilde and her husband decide to buy a replacement necklace. What is the predicted outcome of this decision?
 - a. They will enjoy a life of wealth and happiness.
 - b. They will fall into debt and years of hardship.
 - c. They will receive help from Mathilde's wealthy relatives.
 - d. They will return the necklace easily.

6. After ten years of hard labor, Mathilde appears old and weary. What does this suggest as an outcome?
 - a. She will be praised for her sacrifice.
 - b. She will regret her vanity and pride.
 - c. She will earn enough to buy new jewels.
 - d. She will rebuild her social standing.

7. Mathilde learns that the necklace was fake. What outcome is most likely?
 - a. She will laugh at the irony of her situation.
 - b. She will fall into deeper despair and bitterness.
 - c. She will quickly recover from her hardships.
 - d. She will feel proud of her honesty.





8. Based on Mathilde's story, what outcome can be predicted for people who value appearances too much?
 - a. They will find true happiness.
 - b. They may suffer consequences and regret.
 - c. They will always be admired by others.
 - d. They may gain wealth easily.

9. If Mathilde had confessed the loss of the necklace immediately, what outcome could have been predicted?
 - a. She would still suffer ten years of hardship.
 - b. She would discover the necklace was worthless and avoid misery.
 - c. She would lose her friendship with Madame Forestier.
 - d. She would become richer.

10. What can be predicted about Mathilde's future after discovering the necklace was fake?
 - a. She will accept her fate and live bitterly.
 - b. She will rebuild her life with hope.
 - c. She will sue her friend for dishonesty.
 - d. She will return to her youthful beauty.

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		



ARAL-Reading Plus

Learner's Name		Intervention Week	4
Grade Level & Section		Intervention Session	3

Activity 1: Say it Simpler!

Directions: Work in groups of four members. Choose three (3) from the vocabulary words below. Rewrite the sentence from the excerpt using simpler and more common words.

- Francs
- Promissory notes
- Exorbitant
- Usurers
- Compromised
- Misery
- Poverty-stricken
- Fortitude
- Loathsome

Selected Word	Original (sentence from the excerpt)	Rewritten
e.g., exorbitant	He signed promissory notes, borrowed at exorbitant rates...	He borrowed at ridiculously high rates.





Excerpt:

In a fashionable shop near the Palais Royal, they found a diamond necklace that they decided was exactly like the other one. It was worth 40,000 **francs**. They could have it for 36,000 francs.

Loisel possessed 18,000 francs left to him by his father. He would borrow the rest.

He borrowed, asking a thousand francs from one man, five hundred from another, a hundred here, and fifty there. He signed **promissory notes**, borrowed at **exorbitant** rates, and dealt with **usurers** and the entire race of moneylenders. He **compromised** his whole career, gave his signature even when he wasn't sure he would be able to honor it, and horrified by the anxieties with which his future would be filled, by the black **misery** about to descend upon him, and by the prospect of physical privation and moral suffering, he went to get the new necklace, placing on the jeweler's counter 36,000 francs.

Madame Loisel came to know the awful life of the **poverty-stricken**. However, she resigned herself to it with unexpected **fortitude**. The crushing debt had to be paid. She would pay it. They dismissed the maid; they moved into an attic under the roof.

She came to know all the heavy household chores, the **loathsome** work of the kitchen. She washed the dishes, wearing down her pink nails on greasy casseroles and the bottoms of saucepans. She did the laundry, washing shirts and dishcloths, which she hung on a line to dry; she took the garbage down to the street every morning and carried water upstairs, stopping at every floor to get her breath...

And it went on like that for ten years.





Activity 2: Drawing Conclusion through Vocabulary Context

Directions: Read the sentences below. Pay attention to the **highlighted** vocabulary words. Then, choose the best conclusion that can be drawn from each situation.

1. Mathilde looked at herself in the mirror, wearing the **magnificent** necklace, and could not hide her joy.
 - a. The necklace made her feel unattractive.
 - b. The necklace gave her a sense of beauty and pride.
 - c. The necklace reminded her of her poverty.
2. After losing the necklace, Mathilde felt deep **distress** and could hardly sleep at night.
 - a. She was calm and unbothered by the loss.
 - b. She was extremely troubled and anxious.
 - c. She quickly forgot about it.
3. Doing laundry and carrying water daily was **humiliating** for Mathilde, who once dreamed of riches.
 - a. She felt embarrassed and degraded by the hard work.
 - b. She enjoyed her new household chores.
 - c. She was proud of living in poverty.
4. Mathilde's desire for wealth and luxury was **immoderate**, far beyond what her husband could provide.
 - a. She was satisfied with what she had.
 - b. Her longing for riches was excessive and unreasonable.
 - c. She disliked attending social events.
5. Loisel, exhausted by debts and hard work, showed **fortitude** by standing beside Mathilde through the years.
 - a. He gave up quickly and left her.
 - b. He showed great courage and endurance.
 - c. He blamed Mathilde every day.





Extension Task:

Directions: Choose one vocabulary word above (magnificent, distress, humiliating, immoderate, fortitude). Write **one conclusion** about how this word reflects the fate of Mathilde and her husband in the story.

Activity 3: Drawing Conclusions Using Textual Evidence

Directions: Read each passage from “*The Necklace*.” Then, answer the question by drawing a conclusion supported by the evidence in the text.

1. “*She suffered constantly, feeling herself destined for all delicacies and luxuries. She suffered from the poverty of her dwelling, from the wretched look of the walls, from the worn-out chairs.*”

Question: What can we conclude about Mathilde’s attitude toward her life?

- a. She was content with what she had.
- b. She disliked her modest life and longed for wealth.
- c. She admired her husband’s simple way of living.

2. “*Loisel came home, holding a large envelope. ‘Here,’ he said, ‘something for you.’ Inside was an invitation to a ball. She looked disdainfully and tossed it on the table.*”

Question: What conclusion can we draw from Mathilde’s reaction?

- a. She valued appearances more than opportunities.
- b. She was excited to attend the ball.
- c. She appreciated her husband’s effort.





3. *"She danced with enthusiasm, intoxicated with pleasure, thinking of nothing, in the triumph of her beauty."*

Question: What does this reveal about Mathilde's character?

- a. She was proud and thrilled by admiration.
- b. She was shy and reserved in public.
- c. She disliked social gatherings.

4. *"He gave up his savings meant for a gun to buy her a dress."*

Question: What can we conclude about Loisel from this action?

- a. He was selfish and unkind.
- b. He was devoted and willing to sacrifice for her happiness.
- c. He disliked hunting.

5. *"For ten years they slaved to pay back the necklace. At the end of it, she looked old now. She had become the woman of impoverished households."*

Question: What conclusion can be drawn about the effect of Mathilde's choices?

- a. Her vanity led to years of unnecessary suffering.
- b. She grew stronger and wealthier through hardship.
- c. She proved wiser than her husband.

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____ 		



ARAL-Reading Plus

Learner's Name		Intervention Week	4
Grade Level & Section		Intervention Session	4

Activity 1: Discovering the Story's Message

Directions: Read the questions below and reflect on the story "The Necklace." Write your answers in the space provided. Be sure to support your responses with ideas from the text.

1. What lessons do we learn from Madame Loisel's experience?

2. What message does the story give about being honest or living within your means?

3. If you could sum up the message of the story in one sentence, what would it be?





Activity 2: Unlocking the Message through Words

Directions: Below are vocabulary words connected to “*The Necklace*.” Match each word to its meaning, then answer the reflection question that shows how the word supports the story’s theme or message.

Part A – Word Meaning

Directions: Draw a line to match the vocabulary word with the correct definition.

A

1. Vanity
2. Sacrifice
3. Poverty
4. Honesty
5. Contentment

B

- a. Choosing to give up something valuable for the sake of others
- b. Telling the truth; being sincere
- c. Being satisfied with what you have
- d. Excessive pride in looks or possessions
- e. The state of being very poor

Part B – Reflection Questions

1. Which of these words best describes the cause of Mathilde’s downfall? Why?

2. Which word best reflects Loisel’s character? How does it connect to the story’s message?

3. Which of the words points to the lesson or theme we can apply in real life? Explain briefly.





Rubric for Journal Writing

Criteria	Points
Connection to the story – Mentions Mme. Loisel and shows understanding of her situation.	0–3
Personal Reflection – Shares own thoughts/experiences and explains them.	0–3
Clarity – Ideas are clear and organized.	0–2
Grammar & Spelling – Writing is easy to read with few errors.	0–2

Total: _____ /10 points

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____ 		





ARAL-Reading Plus

Learner's Name		Intervention Week	5
Grade Level & Section		Intervention Session	1



Let's Warm Up!

Activity 1: THE BIG QUESTION

Directions: Think about a moment when you strongly agreed or disagreed with someone. In 2–3 sentences, answer the question:
How did your opinion affect the way you talked or acted?



Let's Get Curious!

Activity 2: WHO SAID IT THAT WAY?

Directions: Listen to each sentence your teacher reads and identify the point of view. Raise your colored flashcard to show your answer: Red = 1st person, Blue = 2nd person, Green = 3rd person, and Yellow = Omniscient.

1. The meeting is at 3:00 PM.
2. You should try harder next time.
3. I cannot believe we won the contest!
4. She thinks we should review the lesson again.
5. Everyone knew what Maria was thinking, but nobody understood why she felt that way.

Flashcard Colors:

- **Red** = 1st person (I, we, my, our)
- **Blue** = 2nd person (you, your)
- **Green** = 3rd person (he, she, they, it)
- **Yellow** = Omniscient (knows everyone's thoughts/feelings)





Let's Read & Explore!

Activity 3: READING TIME

Directions: Read the short passage below. After reading, answer the following questions in complete sentences.

My Birthday Disaster

I remember my disastrous birthday like it was yesterday. It was my 8th birthday and I was so excited for my big party. My family and I had spent the whole week preparing the decorations and creating invitations. My Mother had spent all morning baking an enormous chocolate cake and it looked absolutely delicious.

All my friends started to arrive just after lunch time and everyone was playing happily outside in the backyard. The clown was standing in front of the cake making balloon animals for all of us when disaster struck.

One of my balloons burst with a loud BANG! The noise startled my dog, Lenny, who leapt into the air, and bolted straight for the cake. It was like a hippopotamus jumping into a muddy river! Brown chocolate cake flew all over the place, completely covering everyone at my party.

Everyone was silent. No one knew what to say or do. I do remember hearing a quiet giggle come from the group, then another and another. Before long, the entire party was completely in stitches, laughing and laughing.

We spent the rest of the afternoon licking the chocolate mixture off our clothing and laughing about the time the dog jumped on the cake. Although the day didn't go exactly as I expected it to, I had a lot of fun at my crazy birthday party, and I know that I will never forget that day!

Pink Tulip Teaching Creations. (n.d.). Recount Text Example With Comprehension - Great For Shared or Guided Reading. TeachersPayTeachers.com.

https://www.teacherspayteachers.com/Product/Recount-Text-Example-Great-For-Shared-or-Guided-Reading-5224744?utm_source=Pinterest&utm_medium=organic&epik=dj0yJnU9TE94SGZ0SDhzcUFEd3dYeC1BemNWUGFxXzd0cmVGeEEmcD0wJm49czhmSUFpSlhHTUNfZWZTYXlQXZ2QSZ0PUFBQUFB3BQVUdF





Questions:

1. What happened during the author's 8th birthday party?

2. What is the author's opinion about their 8th birthday party experience?

3. What words or phrases show the author's point of view? (Focus on the statements that use "I" to express personal opinions or experience.)

4. What type of text is this—a recount or a fictional story? What clues in the text help you decide?

5. Do you agree with the author that this was a fun party? Explain your answer using details from the text.



Let's Practice & Play!

Activity 4: TONE TAG GAME

Directions: Listen to each sentence your teacher reads and identify the different point of view; students guess the point of view: 1st person, 2nd person, 3rd person, or omniscient.

What I heard:

- | | |
|---------------------------|---------------------------|
| 1. Sentence 1 tone: _____ | 4. Sentence 4 tone: _____ |
| 2. Sentence 2 tone: _____ | 5. Sentence 5 tone: _____ |
| 3. Sentence 3 tone: _____ | |

Question: What type of text could this sentence come from? (recount, narrative, procedure, etc.)

Activity: Students will do it at once. The teacher will assign different points of view, one after another, for students to practice reading the sentences.





Let's Write! Let's Draw!

ACTIVITY 5: Before Bidding Goodbye

Directions: Write your answer to the questions on the spaces provided below.

1. What are the different authors' points of view?

2. What are the different POVs of an author, and how do they differ from each other?

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		





ARAL-Reading Plus

Learner's Name		Intervention Week	5
Grade Level & Section		Intervention Session	2



Let's Warm Up!

Activity 1: THE BIG QUESTION

Directions: Think about a moment when you strongly agreed or disagreed with someone. In 2–3 sentences, answer the questions below:

1. Have you ever written something to tell a story, explain something, or convince someone?

2. What did you write, and why did you write it?





Let's Read & Explore!

Activity 2: READING TIME

Directions: Read the short passage below. After reading, answer the following questions in complete sentences.

How to Choose the Right SHS Track

Choosing the right track in Senior High School involves a systematic step. First, you need to check what you've got, which entails identifying your interests and evaluating your strengths and learning styles. Next, you need to know everything about all the available tracks, especially the pros and cons. You have to know the subjects covered by that track. And the career pathway that they lead to. You'll need to *investigate* the specific strands within each, *noting* the subjects covered and the potential care. After that, you must project your future endeavors and also determine if your goal in college aligns with the track you have in mind. Finally, you may seek guidance from your parents, teachers, friends, and experts in the fields that you're interested in. These steps will help you choose the best track that fits you.

Questions:

1. What are the initial steps a student must take when choosing a Senior High School track?

2. Why is it important to know the subjects and career pathways of each track before deciding?





Evolution of the Philippines

The Philippines' rich history started with prehistoric land bridges and seaborne migrations that filled the archipelago with many indigenous peoples of numerous groups who built complex webs of trade. Ferdinand Magellan's arrival in 1521 opened the doors to Spanish colonial control, which extensively transformed the islands regarding Christianization, a centralized state, and a strong Galleon Trade for more than three centuries. The rising nationalist emotions were climaxing in the Philippine Revolution of 1896, a temporary declaration of independence before the islands were formally ceded to the United States in 1898, the dawn of the new democracy and public education. It was tragically ended by the Japanese occupation from 1942 to 1945 in World War II. After the war, the country at last gained complete independence on July 4, 1946, beginning its continuous track of nation-building as a vibrant, democratic republic with challenges to confront and expansion to pursue.

Questions:

1. How did Spanish colonization influence the Philippines after Magellan arrived in 1521?

2. What significant event marked the beginning of the Philippines as an independent democratic nation?





Let's Think Together!

Activity 3: Group Discussion

Directions: Read the text carefully as a group. Then, answer the three questions about the author's purpose, text type, and supporting clues. Then write your answers clearly on a small sheet of paper and post it on the board when done.

1. What is the author's purpose?
2. What type of text is this?
3. How do you know? What clues helped you decide?



Let's Write! Let's Draw!

Activity 4: Before Bidding Goodbye

Directions: On a small sheet of paper, index card, or your notebook, write your answer to the question below.

Your Fingernails Grow Faster on Your Dominant Hand

If you've ever broken a nail way down near the base (or lost one altogether), you know they take quite a while to grow back. The American Academy of Dermatology says that a fingernail takes around six months to grow from base to tip, and toenails can take up to a year. But a couple of factors tend to speed that process up: Fingernails grow faster on your dominant hand as well as on your bigger fingers, and nails also grow faster during the daytime as well as during the summer months.

1. What is the author's purpose?
2. What is the text type?

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ 		





ARAL-Reading Plus

Learner's Name		Intervention Week	5
Grade Level & Section		Intervention Session	3



Let's Warm Up!

Activity 1: THE BIG QUESTION

Directions: Think about a moment when you strongly agreed or disagreed with someone. In 2–3 sentences, answer the question:

Have you ever said something like 'All students love Fridays' or 'Most kids are excited for recess time'?



Let's Recall

Activity 2: TRUE OR TOO GENERAL

Directions: Listen to each statement and hold up a thumbs-up if it is true and supported, or a thumbs-down if it is too general.

1. Dogs bark loudly.
2. All teens love TikTok.
3. Earth is elliptical and not round.
4. Everyone in the world loves pizza.
5. Some teens enjoy using TikTok to share videos.





Let's Read & Explore!

Activity 3: READING TIME

Directions: Complete the table below by writing your generalization and supporting facts based on the excerpt below.

How to Choose the Right SHS Track

Choosing the right track in Senior High School involves a systematic step. First, you need to check what you've got, which entails identifying your interests and evaluating your strengths and learning styles. Next, you need to know everything about all the available tracks, especially the pros and cons. You have to know the subjects covered by that track. And the career pathway that they lead to. You'll need to *investigate* the specific strands within each, *noting* the subjects covered and the potential care. After that, you must project your future endeavors and also determine if your goal in college aligns with the track you have in mind. Finally, you may seek guidance from your parents, teachers, friends, and experts in the fields that you're interested in. These steps will help you choose the best track that fits you.

Generalization	
Supporting Facts	1.
	2.
	3.





Evolution of the Philippines

The Philippines' rich history started with prehistoric land bridges and seaborne migrations that filled the archipelago with many indigenous peoples of numerous groups who built complex webs of trade. Ferdinand Magellan's arrival in 1521 opened the doors to Spanish colonial control, which extensively transformed the islands regarding Christianization, a centralized state, and a strong Galleon Trade for more than three centuries. The rising nationalist emotions were climaxing in the Philippine Revolution of 1896, a temporary declaration of independence before the islands were formally ceded to the United States in 1898, the dawn of the new democracy and public education. It was tragically brought to an end by the Japanese occupation from 1942 to 1945 in World War II.

After the war, the country at last gained complete independence on July 4, 1946, beginning its continuous track of nation-building as a vibrant, democratic republic with challenges to confront and expansion to pursue.

Generalization	
Supporting Facts	1.
	2.
	3.





Let's Practice & Play!

Activity 4: Gen-Bingo

Directions: Ask a classmate if they believe each statement is real or generalized. Once they say it is generalized, have them sign that square. Complete it in 3 minutes; the first one to get bingo wins!

B	I	N	G	O
Students who study hard get good grades	All students like technology	Students learn better in groups	Students always listen to teachers	Students prefer hands-on activities
Students who read more have better vocabulary	Most students enjoy games	Students learn from their mistakes	All students need the same teaching method	Students work better with friends
Students ask questions when confused	Students remember what they practice	FREE SPACE	Students always do their homework	Students prefer visual learning
Students who participate get better results	Students learn at different paces	Students enjoy interactive lessons	Students always pay attention	Students like to help each other
Students who are motivated achieve more	Students use phones for learning	Students prefer short activities	Students learn from examples	Students need encouragement to succeed





Let's Write! Let's Draw!

Activity 5: Before Bidding Goodbye

Directions: Write one generalization based on the text, one detail that supports it, and explain if your generalization is valid from the paragraph. Write your answer on the blanks below.

The globe is getting warmer. This is neither fancy nor any fantasy, but a complex reality. Science shows how the temperature of the Earth is regularly increasing. Global warming means an increase in the temperature of the Earth. This increase is, no doubt, slow but steady, too. Finally, it is alarming. The present rate of growth is 3° Celsius. But if this goes up to 7° Celsius, the effect will be dreadful. The cause of this warming is the reckless destruction of the natural environment. This is to be stopped to have a remedy against the growing danger of global warming.

Aspirants, E. (2023, June 23). Paragraph on Global Warming in English [100, 150, 200, 250 words]. English Aspirants. <https://englishaspirants.com/paragraph-on-global-warming/>

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
I can't do it yet.	I'm still working on it.	I can do it already!
Tutor's Note: _____ 		





ARAL-Reading Plus

Learner's Name		Intervention Week	5
Grade Level & Section		Intervention Session	4



Let's Warm Up!

Activity 1: THE BIG QUESTION

Directions: Think about a moment when you strongly agreed or disagreed with someone. In 2–3 sentences, answer the question:

1. Have you read a news story before? What was it about?

2. When you read the news, do you think it is just about one person, or does it teach us about many people?



Let's Practice & Play!

Activity 2: True or False

Directions: Read each statement and identify whether it is a generalization. Write "G" if it is a generalization or "N" if it is not.

_____ 1. All students need good tools to learn well.

_____ 2. One school got new computers yesterday.

_____ 3. When people work together, they can solve big problems.

_____ 4. News reports tell made-up stories about imaginary people and places.

_____ 5. News reports always have a headline at the top that tells what the story is about.





Let's Read & Explore!

Activity 3: Read, Race, and Report

Directions: Read the short passage below. After reading, answer the following questions in complete sentences.

Bataan Public School Gets Power Boost, Internet Connectivity

By Joann Villanueva

MANILA—Solar panels and satellite internet have been installed at the Bataan Aeta Integrated School (BAIS) in Mariveles, Bataan, as part of the Aboitiz Foundation's Aurora PH program.

The program, launched in 2024, aims to aid last-mile schools in empowering learners and educators. It has so far benefited more than 2,500 learners and educators in far-flung areas around the country.

The units were installed with the help of AboitizPower's GNPowr Mariveles Energy Center (GMEC) and GNPowr Dinginin (GNPD), and in coordination with the Department of Education (DepEd).

DepEd Bataan Schools Division Superintendent Carolina Violeta formally accepted the equipment. She underscored the importance of the partnership with the private sector to help ensure that students are given the resources they need to succeed.

In a statement on Friday, Aboitiz Foundation said school personnel have been trained on how to operate and maintain the solar panels to ensure the sustainability of these systems.

"AuroraPH is more than just a project—it is a promise to illuminate pathways and unlock opportunities," Aboitiz Foundation's Impact Lead for Education Jowelle Ann Cruz said.

Villanueva, J. (2025). Bataan public school gets a power boost and internet connectivity. *Philippine News Agency*. <https://www.pna.gov.ph/articles/1254623>





1. Why did the Aboitiz Foundation choose to help schools like Biaan Aeta Integrated School?

2. How did the Aboitiz Foundation make sure the solar panels would keep working after installation?

3. What does this news story teach us about how communities can help schools succeed?

4. Based on this story, what can we say about students in remote areas and their need for technology?

5. Why might partnerships between government and private companies be essential for helping remote schools?





Let's Think Together!

Activity 4: News Report Word Hunt

Directions: You need to work with a partner and find these special news report words in the article. Then write what they mean and think about how they help make this a news report.

Find these words that make this a NEWS REPORT:

1. "By Joann Villanueva"

- What is this called?

- Why do news reports have this?

2. "MANILA"

- What is this word doing at the start?

- Why do news reports start with place names?

3. "In a statement Friday"

- What does "statement" mean?

- Why do news reports include statements?

4. "Formally accepted"

- What does "formally" mean?

- Why do news reports use official words like this?





Find these words that help us make BIG GENERALIZATIONS:

1. "aims to aid"

- What does "aims" mean?

- In what way does this help us grasp the bigger picture?

2. "more than 2,500 learners"

- Why is this number significant?

- What does this tell us about helping many people?

3. "far-flung areas"

- What does "far-flung" mean?

- What can we generalize about students everywhere?

4. "illuminate pathways and unlock opportunities."

- What does "illuminate" mean?

- What big idea does this quote give us?





Let's Write! Let's Draw!

Activity 5: Before Bidding Goodbye

Directions: Write your answer to the questions on the blanks below.

1. What type of text is this?

2. Write one generalization based on the text.

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
I can't do it yet.	I'm still working on it.	I can do it already!
Tutor's Note: _____ _____		



ARAL-Reading Plus

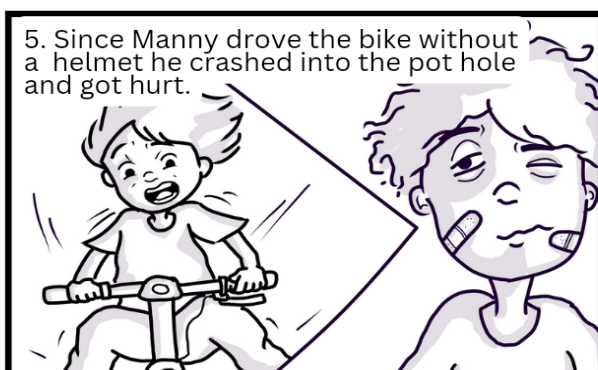
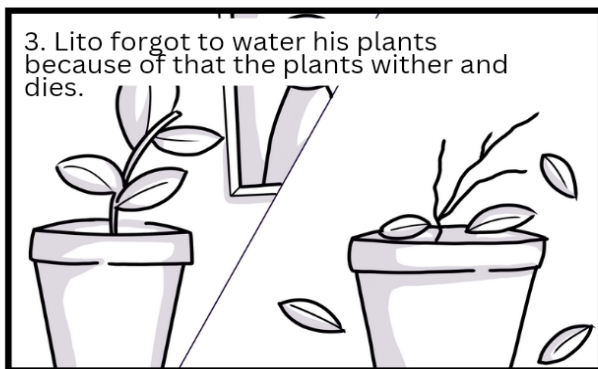
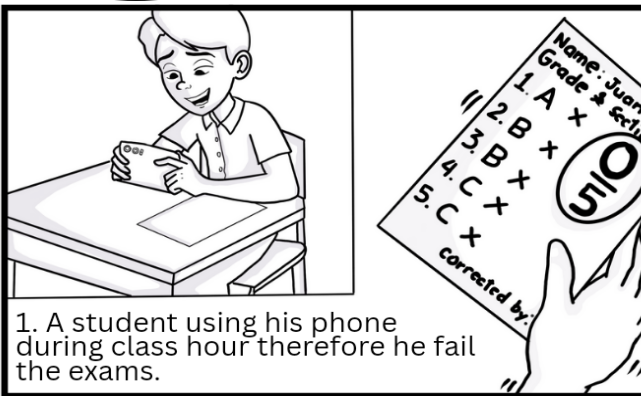
Learner's Name		Intervention Week	6
Grade Level & Section		Intervention Session	1



Let's Practice & Play!

Activity 1

Directions: Read the comic strip panel. Underline the cause and encircle the effect in each scenario.



All illustrations are made by Danilo T. Ingal Jr.





Activity 2: Let's Reflect!

Directions: Identify the signal words used in each sentence. Write your answers in the box below.

1. Since Erica washes her hands regularly, she does not go to the hospital very often.
2. Nilo did not set his alarm clock; therefore, he got to school late.
3. Mina forgot to bring her raincoat, so she got soaked walking home.
4. Kyte gave their dog three dinners by mistake, and the dog got sick due to overeating.
5. Sarah did not do her homework last night. She got scolded by her teacher today because of it.

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		





ARAL-Reading Plus

Learner's Name		Intervention Week	6
Grade Level & Section		Intervention Session	2



Let's Think Together!

Activity 1

Directions: Arrange the jumbled letters to create the word that corresponds to the meaning.

- | | |
|----------------------|---|
| _____ 1. nosaer | which means an explanation or justification for an action or event |
| _____ 2. esuca | which means a person or thing that gives rise to an action or event |
| _____ 3. encquenocse | which means a result of an action or condition |
| _____ 4. effcet | which means an effect of the action taken |
| _____ 5. iontpredic | which means predicting an action or outcome |





Activity 2

Directions: Draw a line to match the causes in Column A to its predicted effects in Column B.

Column A

1. Lack of sleep among students.
2. Poor diet and lack of exercise.
3. Overuse of social media among children.
4. Many trees cut down due to deforestation.
5. Plastic pollution in the river.

Column B

- a. Higher risk of obesity and chronic diseases.
- b. May result to speech delay and slow brain progression
- c. It may cause flood among houses in the river area
- d. Increase carbon deposits and soil erosion
- e. Decrease academic performance and poor concentration



Let's Reflect!

Activity 3

Directions: Write at least one instance in your life that have a cause and effect.

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
I can't do it yet.	I'm still working on it.	I can do it already!
Tutor's Note: _____ _____		





ARAL-Reading Plus

Learner's Name		Intervention Week	6
Grade Level & Section		Intervention Session	3



Let's Reflect!

Activity 1

Directions: Predict the possible ending in every scenario given below. Write your answer in the space provided.

1. Rico studied hard last night for the exam therefore...

2. Taking care of one's body may result to...

3. Many trees were cut down before the typhoon, as a consequence... _____

4. Riding a bike without a helmet may result in... _____

5. Taking vitamins everyday will help you become... _____

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		





ARAL-Reading Plus

Learner's Name		Intervention Week	6
Grade Level & Section		Intervention Session	4



Let's Reflect!

Activity 1

Directions: Predict the possible ending in every scenario given below. Write your answer in the space provided.

1. Mika slept late last night, therefore ...

2. Throwing garbage in the river may result in ...

3. Driving fast on the street may cause ...

4. Eating too much may result in ...

5. Gin got promoted because ...

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		





ARAL-Reading Plus

Learner's Name		Intervention Week	7
Grade Level & Section		Intervention Session	1

Activity 1: "Two Truths and an Opinion" Game

Directions: A statement is written on each box. Guess which one is an opinion and justify your choice.

1. Plastic pollution has become one of the most significant environmental problems in the world today.
2. Every year, about 8 million tons of plastic waste end up in the oceans (Jambeck et al., 2015; UNEP, 2018).
3. Scientists have found plastic in the stomachs of fish, sea turtles, and even whales (National Geographic, 2019).

Opinion: _____

Justification:

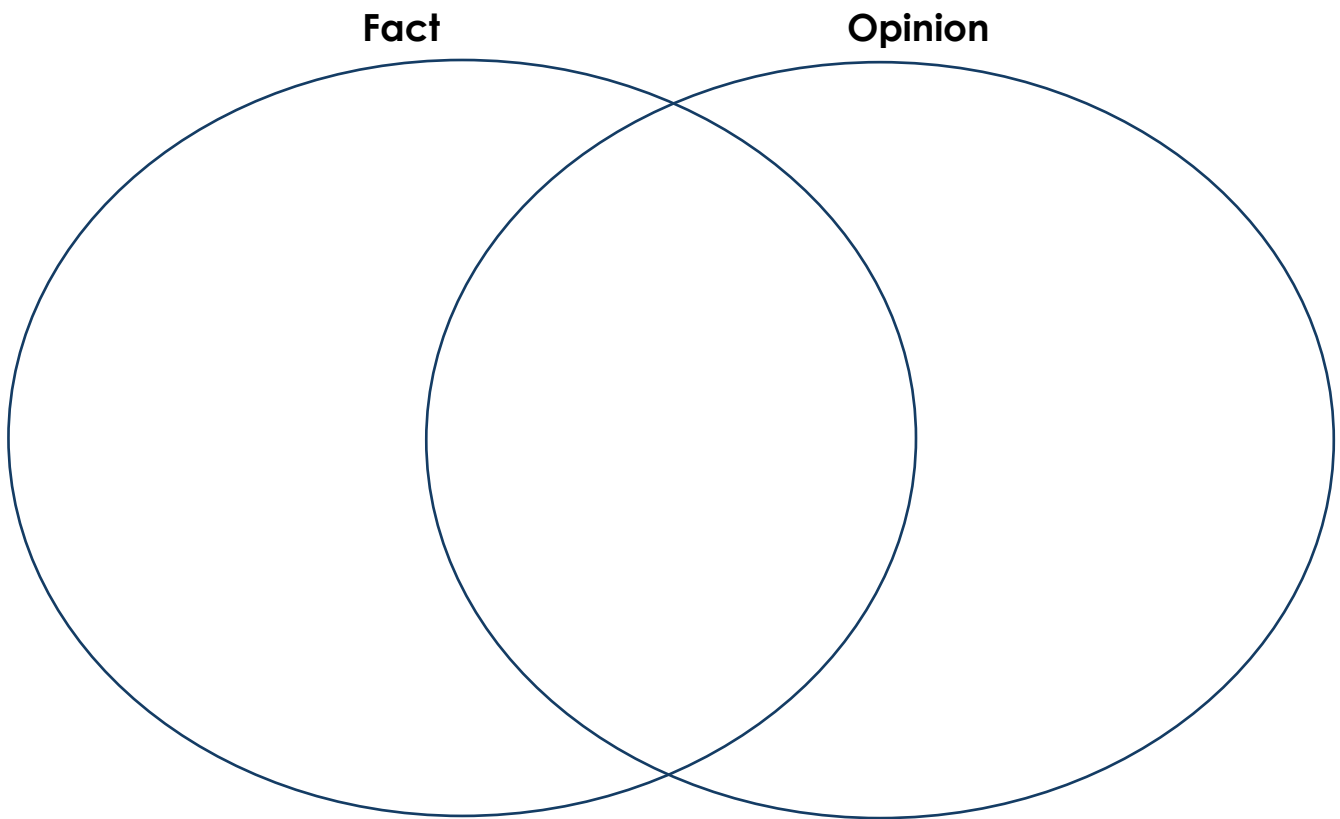
Answer the question: **How do we know something is a fact or just someone's opinion?**





Activity 2: Concept Map (Venn Diagram)

Directions: Brainstorm on the characteristics of facts and opinions by providing a brief note to the posted Venn Diagram.



Activity 3: Read a Short Text

Directions: Read the short passage titled "*Should School Start Later?*." After reading, underline the facts and **box** the opinions.

Should School Start Later?

Every morning, millions of students around the world wake up before sunrise to get ready for school. In many places, schools start as early as 7:00 or 7:30 a.m. While this may seem normal, health experts say that early start times could be doing more harm than good.





According to the American Academy of Sleep Medicine, teenagers need **8 to 10 hours of sleep** each night for good health, learning, and mood. However, studies show that most teens don't get enough sleep during school days. One primary reason is that their internal body clocks make it difficult for them to fall asleep before 10:00 p.m. If they have to wake up at 6:00 a.m. or earlier, they are missing valuable hours of rest.

Supporters of later start times argue that starting school at 8:30 a.m. or later would allow students to get more sleep, improve focus in class, and even reduce tardiness and absences. Some schools that have made this change report higher test scores and better behavior. A study by the Centers for Disease Control and Prevention (CDC) found that students at later-starting schools were more alert and less likely to fall asleep in class.

On the other hand, some parents and teachers worry that starting school later would cause problems. It could interfere with after-school activities, sports, or part-time jobs. Others point out that changing bus schedules and teacher contracts would be difficult and expensive.

Many adults believe that teens should go to bed earlier. But most teens say that's easier said than done. Between homework, family duties, and screen time, going to bed early doesn't always happen.

Schools should seriously consider starting later. If students are too tired to concentrate, they aren't learning at their best. Education is essential, but so is health—and sleep plays a big part in both.





Activity 4: Signal Word Sort + Sentence Making

Directions: Sort the listed words/phrases into two categories: Fact Signal Words and Opinion Signal Words using the table below. Then, create your own fact and opinion sentences using those words.

Signal Words/Phrases	
could interfere	In my opinion
the statistics reveal	scientific evidence shows
supporters argue	It has been proven that
could be	experts agree that
the data shows	may seem

Fact Signal Words	Opinion Signal Words

Fact Sentences	Opinion Sentences





Activity 5: Mini Quiz or Sorting Activity

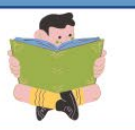
Directions: Label each statement as **fact** or **opinion**, and underline signal words, then justify one of your answers.

1. Most schools in the UK begin around 8:30 a.m.
2. I think students should have less homework on weekends.
3. According to scientists, sleep affects memory and focus.
4. It would be better if schools started at 9:00 a.m.
5. The school year usually runs from September to July.

Justification (Choose ONE to explain):

I chose statement #_____ and labeled it as a **Fact / Opinion** because: _____

Criteria	Points
Correctly labeled all 5 statements	5 pts
Underlined correct signal words	5pts
Clear justification of one response	5 pts
Total	15 pts

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ 		





ARAL-Reading Plus

Learner's Name		Intervention Week	7
Grade Level & Section		Intervention Session	2

Activity 1: Show and Tell

Directions: Look at and analyze the political poster. Then, tell what the material is trying to make you feel and do.



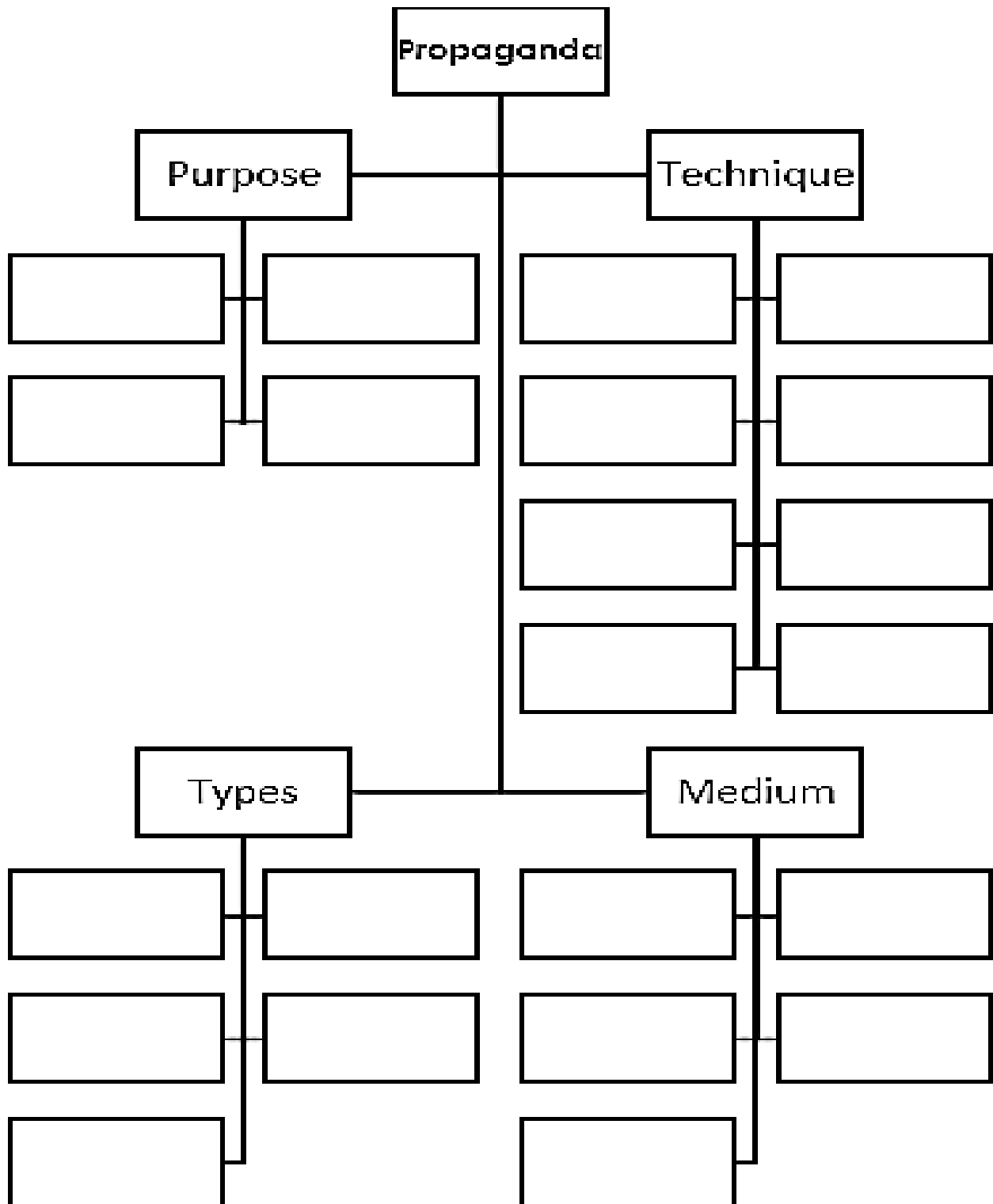
Explanation:





Activity 2: Quick Brainstorm

Directions: Create a word web on the board regarding the word “propaganda”.





Activity 3: Read a Text with Embedded Propaganda

Directions: Read the article. Underline the statements that seem persuasive or emotionally charged. Then, identify the target audience and its purpose.

“Bayanihan in Action: Why You Should Support the Clean Manila Movement”

Floods, plastic waste, and dirty rivers—these are no longer problems we can ignore. Every year, Metro Manila faces dangerous floods caused by clogged canals and garbage-filled streets. But now, a new hope rises: the Clean Manila Movement, powered by students, volunteers, and everyday heroes just like you!

From Tondo to Taguig, thousands of young Filipinos are taking part in clean-up drives, recycling campaigns, and community planting projects. They believe that a cleaner Manila means a better future — and you can be part of it!

Even celebrity environmentalist Dingdong Dantes has shown his support, saying, *“When the youth step up, the nation rises. The Clean Manila Movement is proof of that.”*

Every piece of plastic collected, every mangrove planted, and every riverbank cleaned is a step toward a brighter, healthier Philippines. Don't be left out — everyone's joining, from students to barangay leaders!

Wearing the Clean Manila shirt isn't just about looking good — it shows you're someone who cares for the country, someone who acts, someone who's part of the solution.

So stand up, speak out, and take action.

Support the Clean Manila Movement — because the future of our nation starts with YOU!





Note for Learners: This article is a fictional sample created for educational purposes. While it mentions real issues and a real public figure (Dingdong Dantes), the Clean Manila Movement and quotes are imagined examples used to help you identify propaganda techniques in writing.

Suggested Reference for Context (Real-World Connection): Department of Environment and Natural Resources (DENR). (2023). *Solid Waste Management in Metro Manila*. Greenpeace Philippines. (2022). *Plastic Pollution Report*. YesPinoy Foundation. (n.d.). *Dingdong Dantes' Advocacy Projects*.

Target audience: _____

Purpose: _____





Activity 4: Read a Text with Embedded Propaganda

Directions: Complete the table below by matching the sample statements with the propaganda technique used. Justify your answer and share it with the class.

Bandwagon

Testimonial

Fear

Name-Calling

Glittering Generalities

Plain Folks

	Sample Statement	Propaganda Technique	Justification (Why did you choose this technique?)
1	"Everyone in your barangay supports this candidate — don't be left behind!"		
2	"If we don't act now, floods will destroy our homes and schools."		
3	"I'm just a regular student like you, and I believe in change!"		
4	"Only cowards would ignore this national emergency."		
5	"Our program builds a brighter tomorrow for all Filipinos!"		
6	"Actor Daniel Padilla proudly supports this project — and so should you!"		





Activity 5: Propaganda Techniques Vocabulary Match

Part 1

Directions: Match each **propaganda technique** to its **definition** and **sample sentence** by writing the correct letter from the definition and number from the sample in the chart below.

A. Terms

Bandwagon
Name-Calling

Glittering Generalities
Fear

Testimonial
Plain Folks

B. Definitions

- A. Uses a celebrity or well-known person to support an idea or product.
- B. Uses emotionally charged words that sound good but mean little.
- C. Encourages people to join because “everyone else is doing it.”
- D. Shows the speaker as an average person to gain trust.
- E. Uses threats or warnings to scare the audience into action.
- F. Insults or criticizes the opposition to make them seem bad.

C. Sample Sentences

1. “Actor Liza Soberano supports this health campaign — and so should you!”
2. “Real Filipinos love their country — only traitors ignore this movement!”
3. “I’m just like you — a hardworking student who wants real change.”
4. “If we don’t act now, our children will suffer from climate disaster.”
5. “Be one of the millions already joining the Clean Future Movement!”
6. “This program will bring a lot of beneficial and meaningful changes to the community!”





Your Matching Chart

Term	Definition (A–F)	Sample Sentence (1–6)
1. Bandwagon		
2. Glittering Generalities		
3. Testimonial		
4. Name-Calling		
5. Fear		
6. Plain Folks		

Part 2

Directions: Choose any two propaganda techniques from above. In the space below, write your persuasive sentence using each technique.

Technique Chosen	Your Sentence





Part 3

Directions: In pairs, **read your sentences** to each other. Practice using **tone, volume, and expression** to make your propaganda more persuasive. Then, give kind, constructive feedback to your classmates.

Activity 6: Quiz and Reflection Task

Part 1

Directions: Read each sample sentence or description. Then, identify the propaganda technique used. Choose from: *[Bandwagon | Fear | Glittering Generalities | Testimonial | Name-Calling | Plain Folks]*

1. "Millions of students are already joining the movement—what are you waiting for?"
Answer: _____
2. "If we don't take action now, our neighborhoods will be underwater in five years."
Answer: _____
3. "Vote for a future full of progress, strength, and unity!"
Answer: _____
4. "Popular actress Kathryn Bernardo supports this program—so do we!"
Answer: _____
5. "Only fools ignore the facts. Be smart—join us!"
Answer: _____
6. "I'm just a student like you, and I believe this is the right thing to do."
Answer: _____

Scoring Guide:

- 6/6 = Excellent understanding
- 4–5 = Good understanding
- 2–3 = Needs more review
- 0–1 = Try revisiting the anchor chart





Part 2

Directions: Answer the prompt below with the given guidelines.

Guidelines:

- Write a short paragraph with at least five sentences.
- Include one real-life example (a news story, ad, or personal experience).
- Mention at least one propaganda technique by name.
- Explain how propaganda can influence people and why awareness matters.

Prompt: Why is it important to recognize propaganda techniques in media, politics, and advertising?

Assessment Checklist or Rubric (for either task)

Criteria	Yes	Not Yet
Correctly identifies techniques (Quiz)		
Gives thoughtful reflection (Paragraph)		
Uses relevant examples or vocabulary		
Writes in complete sentences		
Demonstrates understanding of propaganda		

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ 		





ARAL-Reading Plus

Learner's Name		Intervention Week	7
Grade Level & Section		Intervention Session	3

Activity 1: Quick Retell Game

Directions: Watch a short video clip titled, *The Tortoise & the Hare* (<https://www.youtube.com/watch?v=InJxFfIAeso>) or the *Coca-Cola Super Bowl Commercial* (<https://www.youtube.com/watch?v=fNGSHrQDuA8>). Then, retell the video in 3 sentences only.

Retell the story:

Activity 2: KWL Chart (Know – Want to Know – Learned)

Directions: Fill in the first two columns of a KWL chart. Then, fill out the last column at the end on the session.

K What I Know	W What I Want to Know	L What I Learned





Activity 3: Read a Short Text

Directions: Read the short informational text below, then complete the graphic organizer.

“Why Mangroves Matter”

Mangroves are unique trees that grow in salty coastal water. They may not look impressive, but they are one of the most important protectors of the environment. First, they serve as natural barriers that protect coastal communities from strong waves, floods, and typhoons. Second, their roots trap sediment and prevent the land from eroding into the sea. Finally, mangroves provide a safe habitat for fish, crabs, and other marine animals, supporting both wildlife and local fishermen. Sadly, mangrove forests in the Philippines are being destroyed due to pollution and development. Saving them is essential for both people and the planet.

Reference: Helsingen, H. (26 July 2025). Why Mangroves Matter. WWF-Pacific. <https://mongolia.panda.org/en/?392895/Why-Mangroves-Matter>

Graphic Organizer: Main Idea and Details

Main Idea (What is the paragraph mostly about?)		
Supporting Detail 1	Supporting Detail 2	Supporting Detail 3 (optional)





Activity 4: Summary Starters + Sentence Practice

Part 1

Directions: Below are long sentences. Rewrite them using your own words and make them **shorter and clearer**.

Long Sentence	Shorter Version (Student Response)
1. Mangroves, which are a type of tree that grow in coastal areas, help reduce flooding and protect the shoreline.	
2. Students across the Philippines are participating in clean-up drives, tree planting, and recycling programs to help the environment.	
3. The main goal of the campaign is to encourage people from all walks of life to support cleaner, safer communities.	

Part 2

Directions: Read and summarize individually or in pairs. Say your **1-2 sentence summary aloud**. If done in pairs, switch roles: one reads, the other listens.

Plastic pollution is one of the most significant environmental problems today. Every year, tons of plastic end up in the oceans, harming fish, turtles, and birds. People are now finding ways to reduce plastic waste by using reusable bags, bottles, and containers.

Summary:





Activity 5: Independent Summary Writing

Directions: Read the text silently. Then, write a **3–5 sentence summary** of the text. Be reminded of the following:

- Use **your own words**
- Avoid copying long phrases from the text
- Be **clear and concise**

Water Conservation in the Philippines

The Philippines is facing a possible El Niño event. The Department of Environment and Natural Resources (DENR) encourages communities and businesses to start saving water. This will make sure that there is water for drinking, sanitation, health care, and other essential services while water providers improve their operations.

Simple water-saving practices include taking short showers, turning off running water, repairing leaks, and reusing water for flushing and outdoor cleaning.

Reference: Santos, J. (June 12, 2026). DENR urges early water conservation as El Niño threat looms in PH. Manila Bulletin. <https://mb.com.ph/2026/06/12/denr-urges-early-water-conservation-as-el-nino-threat-looms-in-ph>

Summary:





Criteria	✓ Yes / X Not Yet
1. I included the main idea of the text.	
2. I added 2–3 important supporting details .	
3. I used my own words (no copying).	
4. My summary is short and clear (3–5 sentences).	
5. My summary makes sense when read aloud	

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ 		



ARAL-Reading Plus

Learner's Name		Intervention Week	7
Grade Level & Section		Intervention Session	4

Activity 1: Picture Prompt + Prediction

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



“What do you think the image is about?”



Activity 2: Main Idea Sorting

Directions: Work in pairs and identify the short statements below into a topic or main idea.

Statement	Answer (topic/main idea)
Climate Change	
Climate change is causing extreme weather across the world	
Plastic Pollution	
Plastic waste is harming marine animals and ecosystems.	
Space Exploration	
Scientists explore space to learn more about our universe.	
Mangroves	
Mangroves protect shorelines and provide habitat for wildlife.	
Exercise	
Regular exercise improves physical and mental health.	





Activity 3: Read & Highlight

Directions: Read the short nonfiction paragraph below. Then **box** the topic, underline the main idea, and **encircle** the supporting details.

Climate change is a threat to the Philippines. The Philippines is vulnerable to the effects of climate change. These effects of climate change can be seen in the extreme weather, rising sea levels, and reduced biodiversity. Some of the causes of climate change are greenhouse gas emissions, deforestation, and agriculture. These release a lot of CO₂ and methane gas into the atmosphere. There are a few things that we can do to mitigate the effects of climate change. Switching to renewable energy, reforestation and planting trees, managing our resources well, and building resilient infrastructure.

Reference: Koons, E. (October 24, 2024). Climate Change In The Philippines: Causes, Effects and Solutions. *Climate Impacts Tracker Asia*. <https://climateimpactstracker.com/climate-change-in-the-philippines-causes-effects-and-solutions/>

Activity 4: Vocabulary in Context

Directions: Do the activity in pairs. Pick 3–5 new words from the previous paragraph. Create a mini-outline using one new word in each sentence. Tell your partner what you learned using your outline.

Mini-Outline Example:

Topic: Extreme Heat and Climate Action

A. Sentence using **climate change**

→ *The Philippines is vulnerable to the effects of climate change.*

B. Sentence using **atmosphere**

→ *These release a lot of CO₂ and methane gas into the atmosphere.*

C. Sentence using **mitigate**

→ *There are a few things that we can do to mitigate the effects of climate change.*





Activity 5: Independent Outline Writing

Directions: Read the paragraph below. Then, create an outline using the format:

- I. Topic
 - A. Main Idea
 1. Detail 1
 2. Detail 2
 3. Detail 3

Plastic pollution in the Philippines is causing wide impacts on the communities, ecosystems, and the economy. The Philippines generates tons of plastic waste in a year, where around 20% of it enters the ocean. Marine animals mistake plastic debris for food. The plastic also pollutes the environment, leading to the reduced population of both plants and animals. There are microplastics in most of the fish, leading to long-term health issues when eaten. The economic costs from plastic pollution is caused by its effects on fisheries, clean-up operations, and less tourism.

Reference: Koons, E. (October 10, 2024). Plastic Pollution in the Philippines: A Call For Urgent Action. Climate Impacts Tracker Asia.

<https://climateimpactstracker.com/plastic-pollution-in-the-philippines/>

Outline:





Criteria	Yes	Needs Improvement
Correctly identified the topic		
Accurate main idea (in own words)		
Three relevant supporting details		
Clear, organized outline format		
Wrote in complete sentences		

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____ 		



ARAL-Reading Plus

Learner's Name		Intervention Week	8
Grade Level & Section		Intervention Session	1

Skill Focus: Identifying Text Types (Narrative and Informational)



Let's Warm Up!

Activity 1: Guess the Text

Directions: Read the texts from the provided selection. Match the texts to its possible purpose. Write the letter of your answer on the blanks provided.

Choose the purpose of each text from the following:

- A. This text wants to convince you to buy something.
- B. This text tells a story with a beginning, middle, and end.
- C. This text gives you steps to follow.
- D. This text gives you facts about a topic.

Text 1: _____ "The Missing Shoes"

Jessa woke up late. She rushed to get ready for school, but something was wrong—her shoes were missing! She looked under the bed, behind the door, and even in the refrigerator (just in case).

"Mom! Have you seen my shoes?" she shouted.

Her little brother giggled and pointed to the backyard. Jessa ran outside and found her shoes—wet and muddy—beside their dog, Max.

Max wagged his tail proudly.

Jessa sighed. "Looks like I'm wearing slippers to school today."





Text 2: _____ Banana Pancakes

Ingredients:

2 ripe bananas
2 eggs
1/2 cup flour
1/4 cup milk

1 tbsp sugar
1 tsp baking powder
Pinch of salt

Steps:

1. Mash the bananas in a bowl.
2. Add eggs and mix well.
3. Stir in the flour, milk, sugar, baking powder, and salt.
4. Heat a pan over medium heat and add a little oil.
5. Pour small amounts of the batter onto the pan.
6. Cook until bubbles form, then flip and cook the other side.
7. Serve with syrup or fruit. Enjoy!

Text 3: _____ “Choose Healthy Food at School”

Students should eat healthy food at school. Fruits and vegetables help the body stay strong. Junk food can make you tired and sick. Choosing healthy snacks helps you learn better and feel good. Schools must offer better food choices. Let's all support healthy eating for a stronger, smarter school community.

Text 4: _____ “Why Recycling Matters”

Recycling helps protect the environment. People collect paper, plastic, and metal to be reused. This reduces trash and saves natural resources. Recycling bins are often found in schools and homes. Everyone can help by sorting their waste. When we recycle, we make our world cleaner and better for the future.





Let's Recall

Activity 2: Let's Match

Directions: Draw a line to match the text type with its purpose and clues.

Text Type	Purpose	Clues
Narrative	Give facts/info	Data, definitions, real topics
Procedural	Convince or sell	Opinions, emotional words, offers
Informational	Give steps/instructions	Commands, order words (first, next)
Persuasive	Tell a story	Characters, events, sequence



Let's Read & Explore!

Activity 3: Read & Reveal

Directions: Read the following texts and answer the questions that follow.

Carlo's Day at Home

Carlo woke up early to help his grandmother in the garden. He watered the plants, pulled out weeds, and picked fresh tomatoes. His Lola smiled and said, "Thank you for being so helpful." Carlo felt happy knowing he could make her day easier.

In the afternoon, they cooked vegetable soup together using the tomatoes they picked. Carlo helped cut the vegetables and stir the pot. When they ate, the soup tasted extra special. Carlo was proud because he worked hard and spent time with his grandmother. He learned that helping at home is a way to show love.

1. What is the purpose of the text?





2. Is this text telling a story, giving information, giving instructions, or trying to convince me?

3. What words or features help you figure out what kind of text this is?

4. Who do you think is the intended audience of this text?

What Is Climate?

Climate is the usual pattern of weather in a place over a long time. It tells us if a place is mostly hot, cold, rainy, or dry throughout the year. For example, the Philippines has a tropical climate, which means it often has hot days and a rainy season. Climate is different from weather, which can change every day. Climate takes many years to observe, and it helps scientists understand how the Earth works.

Knowing about climate is important for our daily lives. Farmers use climate information to know when to plant and harvest crops. Builders and engineers use it to design houses and schools that can stand strong against heat, rain, or strong winds. Learning about climate also helps us prepare for typhoons and other natural disasters. By understanding climate, we can make better choices for our families, our communities, and the environment.

1. What is the purpose of the text?



2. Is this text telling a story, giving information, giving instructions, or trying to convince me?

3. What words or features help you figure out what kind of text this is?

4. Who do you think is the intended audience of this text?



Let's Practice & Play!

Activity 4: Voice It Out!

Directions: Read each word aloud clearly and confidently. Then, find a sentence in the previous passages that includes the word. Read that sentence aloud using proper expression, pacing, and intonation to show understanding.

garden, fresh, picked, soup, proud
climate, weather, season, plant, build





Let's Write! Let's Draw!

Activity 5: Text Talk: Compare & Contrast

Directions: Based on the texts and the discussion, in what ways does a narrative text differ from an informational text?

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		



ARAL-Reading Plus

Learner's Name		Intervention Week	8
Grade Level & Section		Intervention Session	2

Skill Focus: Identifying Text Types (Procedural and Persuasive)



Let's Warm Up!

Activity 1: Reading Detectives

Directions: Read the texts below and answer the question below.

How to Create a Simple Digital Poster Using Canva

Creating a digital poster can be quick and easy with free tools like Canva.

Steps:

1. Go to www.canva.com and create a free account.
2. Choose the "Poster" template from the homepage.
3. Add your text, images, and background design.
4. Use the "Elements" tab to include shapes or icons.
5. Once satisfied, click "Download" and save your poster.

Were you given instructions on how to do something, or were you persuaded to take action? _____

Why Every Student Should Learn Basic Graphic Design

In today's digital world, being able to design posters, infographics, and slides is more than just a skill—it's a necessity. Learning basic graphic design helps you express your ideas creatively and professionally. It can also boost your confidence when presenting school projects.

You don't need to be an artist. Free tools like Canva make design easy for everyone. So why wait? Start learning today and make your projects stand out!

Were you given instructions on how to do something, or were you persuaded to take action? _____





Let's Recall

Activity 2: Clue Catchers

Directions: Complete the table with the purpose and clues of procedural and persuasive texts based on the previous discussion.

Text Type	Purpose	Clues
Procedural		
Persuasive		



Let's Read & Explore!

Activity 3: Read & Reveal

Directions: Read the following passages and answer the questions that follow.

How to Write a Thank-You Note

Writing a thank-you note is a simple but powerful way to show appreciation and kindness. First, get a piece of paper or a card. Begin by greeting the person politely. Then, clearly say thank you and explain what you are thankful for. For example, you might write, "Thank you for helping me with my homework" or "I really appreciate your support during our group project." Write sincerely, using your own words. Finally, sign your name at the end.

Sending a thank-you note helps you practice gratitude and build stronger relationships. It also makes the other person feel valued and respected. This small act teaches you to be more aware of the people around you and how their actions affect your life. Being kind and expressing thanks helps create a more positive and caring environment—in school, at home, or anywhere.





Procedural text: How to Write a Thank-You Note

1. How is the information in this text organized?

2. If the order of the steps were changed, would the text still make sense? Why or why not?

3. What clues in the text helped you identify it as procedural rather than persuasive?

Be Kind—It Makes a Difference

Being kind might seem like a small thing, but it can make a big difference in someone's day. When you smile, listen, or help a classmate, you're showing care and respect. Kindness makes others feel safe and accepted. It also helps you feel better about yourself and builds strong friendships. That's why we should all try to be kinder every day.

Imagine if everyone in school chose to be kind—there would be less bullying and more teamwork. People would feel more confident and included. So, the next time you see someone alone or upset, take a moment to reach out. Be kind not just because others deserve it, but because it helps create a better world for all of us.

Persuasive Text: Be Kind—It Makes a Difference

1. How does the author try to convince the reader to be kind? Give two techniques used.

2. What emotional words or phrases are used in the text?





3. If this text were turned into a procedural one, what would have to change in the structure and language?



Let's Practice & Play!

Activity 4: Read & Reveal

Directions: Complete a *Vocabulary Box* for each word taken from the text.

Word	Meaning	Synonym
appreciation		
relationship		
gratitude		

Word	Meaning	Synonym
bullying		
teamwork		
confident		



Let's Read Together

Activity 5: Echo Reading

Directions: Find a sentence in the passage that includes the words above. Read that sentence aloud using proper expression, pacing, and intonation to show understanding. Focus on:

- **Clear command intonation for procedural text**
- **Emphatic/persuasive tone for persuasive text**





Let's Write! Let's Draw!

Activity 6: Scaffold Writing

Directions: Write a simple passage based on the starters provided.

Starter	Simple Passage
<i>First, you need to...</i>	
<i>I believe you should...</i>	

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		





ARAL-Reading Plus

Learner's Name		Intervention Week	8
Grade Level & Section		Intervention Session	3

Skill Focus: Drawing Conclusions (Spiral Review)

Activity 1: What might happen next?

Directions: Determine a possible outcome of this scene. Write your answer in the box provided below.





Let's Recall

Activity 2: What is happening?

Directions: Read the text inside the box. Then, answer the questions that follow.

The house was unusually quiet. The lights were off, and the curtains were drawn. In the living room, blankets covered the floor, and several children lay still, whispering to each other and giggling now and then. Suddenly, the door creaked open.

1. What do you think is happening?

2. What clues helped you figure that out?

3. Did the person say it directly?



Let's Read & Explore!

Activity 3: Think It Through

Directions: Read the given passages. Then, fill in the table with clues, prior knowledge, and a conclusion.

Example Passage: The house was unusually quiet. The lights were off, and the curtains were drawn. In the living room, blankets covered the floor, and several children lay still, whispering to each other and giggling now and then. Suddenly, the door creaked open.





Passage 1: Leo stood at the edge of the court, hands on his knees. His shirt clung to his back, and his breaths came in short, fast bursts. The scoreboard blinked—5 seconds left. He glanced at his coach, who nodded and shouted, “One last play, Leo!”

Passage 2: Janelle stared at the crumpled math test in her hand. Her shoulders slumped, and she avoided eye contact as her classmates chatted happily about their scores. When the bell rang, she quietly walked past the teacher’s desk and placed the test down. “Can I try again next week?” she asked in a low voice. The teacher looked at her and nodded gently. “Of course. Thanks for being honest.”

Passage 3: The students were gathered in groups for the science Activity. At one table, Marcus sat alone, quietly looking at his worksheet. He glanced around the room but didn’t say anything. A few minutes later, Ana walked over and pulled a chair beside him. “Wanna join our group?” she asked with a smile. Marcus nodded, and for the first time that morning, he smiled back.

Passage	Clue	Prior Knowledge	Conclusion
Example	<i>Lights off, curtains closed, children lying still and giggling, door opening</i>	<i>People turn off lights and hide to surprise someone; kids whisper and giggle while waiting</i>	<i>A surprise party is about to happen</i>
1			
2			
3			





Let's Practice & Play!

Activity 4: Crack the Code

Directions: Answer the following questions:

1. What clues helped you decide the text type?

2. What can we conclude from the story/information?

3. What is the author's purpose?

4. How could one effectively arrive at a good conclusion based on a given text?



Let's Read Together

Activity 5: Say It Like You Mean It!

Directions: Read the following passages with proper tone, expression, and pacing.

Anna rushed into the classroom, breathing hard. Her hair was messy, and her notebook was still in her bag. She looked at the clock and sighed.

Jason looked at his lunch tray and slowly pushed it away. He didn't talk to his friends and kept staring at the floor.





Let's Write! Let's Draw!

Activity 6: Clue, Conclude, Connect!

Directions: Draw conclusions from the passages previously read.

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		



ARAL-Reading Plus

Learner's Name		Intervention Week	8
Grade Level & Section		Intervention Session	4

Skill Focus: Drawing Conclusions (Spiral Review)



Let's Warm Up!

Activity 1: Emoji Clues

Directions: Study the set of emojis. Then, answer the questions that follow.

1.



?



1. What do you think is going on in this sequence?

2. What clues helped you decide?

3. What conclusion can you make?

2.



?



?



1. What do you think is going on in this sequence?

2. What clues helped you decide?

3. What conclusion can you make?





Let's Recall

Activity 2: Define and Decide

Directions: Finish the following sentences:

"Drawing a conclusion means _____."

"To draw a conclusion, I need _____ and _____."



Let's Read & Explore!

Activity 3: What is the Real Story?

Directions: Read the passages carefully. Identify the clues in the text and connect them with your prior knowledge or experience. Then, use both to draw a logical conclusion about what's happening in the situation.

After presenting his report, Daryl sat back down, fidgeting with his hands. When the teacher gave feedback about unclear points, he nodded slowly, his face serious. Later, during recess, he opened his notebook and began rewriting parts of his report while his classmates played outside.

Clues	Prior Knowledge	Conclusion

During lunch, Ava noticed that Rina was sitting alone at the far table, poking her food and looking down. Their classmates were talking and laughing in the other corner. Ava hesitated for a moment, then grabbed her tray and sat across from Rina. "Mind if I sit here?" she asked with a soft smile.

Clues	Prior Knowledge	Conclusion





Liam sat in front of his test paper, tapping his pencil on the desk. His eyes darted around the room. He took a deep breath, looked at the clock, then back at the questions. He scratched his head, flipped the page, and sighed. After a moment, he closed his eyes and counted quietly to five before picking up his pencil again.

Clues	Prior Knowledge	Conclusion



Let's Practice & Play!

Activity 4: Drawing Conclusions: In Reading and Real Life

Directions: Complete the organizer by identifying clues, using your prior knowledge, and drawing conclusions from both reading and real-life situations.

What does drawing a conclusion mean?	How I Use This Skill When Reading	How I Use This Skill in Real Life (Think about school, home, or with friends)





Let's Read Together

Activity 5: Drawing Conclusions: In Reading and Real Life

Directions: Read the following passages with proper tone, expression, and pacing.

Liza skipped down the hallway with a wide smile. She waved at every teacher she passed and hummed a happy tune.

Miguel looked at his empty desk and scratched his head. "I swear I put it here," he said, looking worried.



Let's Write! Let's Draw!

Activity 6: My Story

Directions: Create your own *Clue Story*, a 2-3 sentence mini-story with a hidden meaning. You may use the following starters:

1. Ben stared at his cracked phone screen and sighed. His backpack had fallen hard on the floor earlier. _____

2. Liza walked past her friends, who suddenly stopped talking and looked away. _____

3. The hallway was dark, the window was open, and the papers on the desk were scattered everywhere. _____

CAN I DO IT ALREADY? Circle how you feel about this lesson.		
		
I can't do it yet.	I'm still working on it.	I can do it already!
 Tutor's Note: _____ _____		



