



TUTOR'S GUIDE

ARAL-READING PLUS

KEY
STAGE

3



Government Property
NOT FOR SALE



ARAL-Reading Plus Tutor's Guide Key Stage 3

This material is solely for tutors' use in the Academic Recovery and Accessible Learning (ARAL) Program. It is designed to support the delivery of curriculum content, standards, and lesson objectives.

Any unauthorized reproduction, distribution, modification, or utilization of this material without written permission from the Department of Education may result in appropriate legal action and disciplinary measures.

Fair Use Notice: Certain copyrighted materials included in this resource are used solely for educational purposes in accordance with the fair use provisions under Section 185 of the Intellectual Property Code of the Philippines (Republic Act No. 8293, as amended). All rights remain with their respective copyright owners. Any use of these materials beyond teaching under the ARAL Program, including reproduction, distribution, adaptation, or other forms of exploitation, may require prior permission from the respective copyright owners.

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

Published by the Department of Education

Secretary: Sonny M. Angara

Undersecretary: Carmela C. Oracion

Department of Education – Bureau of Learning Resources (DepEd-BLR)

Office Address: Ground Floor, Bonifacio Building, DepEd Complex

Meralco Avenue, Pasig City, Philippines 1600

Telefax: (02) 8634-1054; 8634-1072; 8631-4985

Email Address: blr.lrqad@deped.gov.ph; blr.lrpd@deped.gov.ph





Table of Contents

Week 1		4
Week 2		12
Week 3		30
Week 4		57
Week 5		72
Week 6		82
Week 7		90
Week 8		100





ARAL-Reading Plus	KEY STAGE	☐ 2 ☒ 3	Intervention Week	1
Reading Subskill Weekly Cluster: - Using context clues to understand unfamiliar words - Using structural analysis (prefix, suffix, root) - Identifying literal and implied meanings of words - Using general references (print/online)				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	Use context clues to understand unfamiliar words.	Use structural analysis (prefix, suffix, root).	Identify literal and implied meanings of words	Use general references (print/online)
Materials <i>(Specify the LAS section and page as necessary)</i>	LAS Week 1 Session 1	LAS Week 1 Session 2 Reading Selection: "Be Stunned" by Helen G. Dimafelix	LAS Week 1 Session 3 Reading Selection: "Lovely Creature" by Helen G. Dimafelix https://youtu.be/R0f16DZanDI?si=G8kfMa2g_VAyD9cz	LAS Week 1 Session 4 TEACHER BETH CLASS TV: https://youtu.be/86rYoYOODBs
B	Tutor: Are you happy today? Can another learning adventure make you happier now? Let's make that happen. Can I have a happy heart sign (or a finger heart sign 🍷)?	Tutor: Let us do our "Happy Dance" to start the day. Tutor: Have you ever spent your vacation or weekends away from the city? How	Tutor: Tap a seatmate and say: 'I'm happy to see you today', then wave a hand to the others and say, 'Hello Good People'.	Tutor: It's our 4 th session for the week. Before we continue, let's first do Activity 1 in your LAS Week 1 Session 4 . Choose from the following colors in the illustration.





Bridge Curiosity 5-7 minutes	<i>Today, I want you to close your eyes and tell me what comes to your mind as you hear or read the word, 'CLUES'.</i> Procedure: • Display or read the word "CLUES" • Ask the learners to write as many words as they can that they can associate with the word CLUES (See LAS Week 1 Session 1 Activity 1: I Can Associate) • Invite the learners to rate their mood while accomplishing the "Association Activity" (Rate on a Scale of 1-5)	<i>does it feel to be surrounded by nature?</i> Procedure: • Let learners do "Peer Talk." • Ask learners to write their answers in the activity sheets for "Peer Talk." • Motivate learners to check how they feel about talking with a peer. • Have learners share their experiences in the province.	Tutor: Are you ready for today's engagement? Procedure: • Ask learners if they have pets at home. If they don't, the tutor may ask what kind of pet they want to have. • Let the learners accomplish LAS Week 1 Session 3 Activity 1: "My Pet and I" • Let them draw their pet or their desired pet and their favorite bonding. • If they can't draw, they can just write a paragraph describing the topic instead.	Procedure: • On your LAS Week 1 Session 4 Activity 2, write your most used general references both in the print and online form. • Tutor should provide examples of "general references" for some students that may need review. • Ask learners to exchange their LAS with their seatmates and identify the similarities in their choices.
---	---	--	---	---





R Revisit Prior Knowledge 5-7 minutes	Tutor: As expressed in your Scale of Rates, can I have Stretched Smiley Icons? At this point, I will ask you to arrange the given letters to form a word. TCOENXT Let's find out how fast you can recall. Procedure: - Flash 7 letters of the vocabulary words from the upcoming passage. - The tutor will write on the board the meaning of the word CONTEXT as previously discussed	Tutor: Let us go back to our lesson yesterday about Context Clues. Procedure: - Ask learners the meaning of context clues. - Let them explain the importance of context clues in word meaning - Ask learners to recall as they review the vocabulary words and their meaning using context clues.	Tutor: In our previous lesson, what makes a root word change its meaning? Before we dig deeper in the day's lesson, shall we do the "Hop and Laugh" moves? Procedure: - Ask learners about structural analysis (root word, prefix, suffix). - Let the learners answer the Review Activity about structural analysis. - Learners will fill in the LAS Week 1 Session 3 Activity 2: Learn & Explore from the Past. - Do "Confidence Scale Check" (CVG, CG, NSC, & NC) in the LAS Week 1 Session 3 Activity 3.	Tutor: What references are commonly used in your different subjects? How often do you use your textbooks or workbooks? Do you find them engaging? Why? Procedure: - Ask learners to recall old lessons they had about the Library System. Use LAS Week 1 Session 4 Activity 3: Simple Recall. - Let them discuss the hard copies of references they see/use in the library as well as the Dewey Decimal System in hard copies stack. - Ask learners if this Library System still exists. <i>Note: There may be some students who are not familiar with these as they don't have a library or have never seen one in real life. Be ready to show example pictures to make this clearer to the learners and</i>
---	--	---	--	---





	- Ask learners to construct sentences using the word "context". - Do "Confidence Check" using the confidence scale (CVG, CG, NSC & NC)			provide a simple explanation of how they are helpful to library users.
Immerse in Reading 15-20 minutes	Tutor: I have here sentences lifted from the short selection we will enjoy reading this week. Everybody, let's read the sentences. Take note specifically of the <u>underlined words</u>. Procedure: - Show 3 sentences from the upcoming passage. - Ask the learners to take note of the underlined words and the clues as they read silently.	Tutor: Today, we will read a short selection about a beautiful place in Batangas. Procedure: - Show pictures of nature (mountains, ocean, etc.) or a video about Lobo, Batangas. - Ask learners what comes to their minds after seeing the pictures. - Let learners discuss what they expect to read after seeing the pictures. - Ask learners to read the selection, "Be Stunned"	Tutor: Pets have more love and compassion in them than most humans." This is a quote from Robert Wagner. Do you know what it means or what you think it means? Procedure: - The tutor writes on the board the words Literal and Implied. - Ask the learners what they know about literal and implied meaning of words. You may refer to LAS Week 1 Session 3 Activity 4: Literal or Implied.	Tutor: We will have a visual library tour using print images and videos. Through this, we will be able to see the differences and similarities. Procedure: - Post pictures of what to see inside an old library and a state-of-the-art library. - Show a video of online general references and library tools.





	Have the learners read the sentences aloud, repeating each underlined word twice.	silently or as silently as they can. The tutor may also ask a volunteer to read out loud for the class after everyone is done reading independently. “Be Stunned”: See LAS Week 1 Session 2 Activity 2: Read and Explore. Tutor: Let us “Inhale, Exhale & Embrace” reading.	- Show pictures of different kinds of pets like dogs and cats. - Let the learners read the selection, “Lovely Creatures” by Helen G. Dimafelix. See LAS Week 1 Session 3 Activity 5: Read and Engage.	
D Discuss Meaning and Ideas 8-10 minutes	Tutor: Let's be a Word Meaning Finder! From the 4 sentences given, let's find out if the answers you've given in the previous activity are correct. Can I have a finger heart sign 🧡? Procedure Match the hearts: Match the meanings to	Tutor: Do a thumbs-up sign if you find the selection exciting to read and thumbs-down if you find it boring. Procedure: Write on the board about the previously discussed vocabulary on the board.	Tutor: Have you ever felt the author's happiness in the selection? Procedure: - Ask the learners for the literal meaning of the group of words highlighted in the selection. - Let the learners write in the activity sheet the literal meaning of the highlighted	Tutor: How did you feel while watching the videos? Do the images and videos show the real references we use today both in print and online? Procedure: Ask the learners to enumerate in a separate column with the general references in print and online.





	the underlined words with a heart icon. - Have the learners encircled the context clues found in the sentences. Two Shoulders Connected. With a pair, let partners read the word and the meaning.	- Ask the learners to identify the root word of each. - Let learners accomplish the columns for root word, prefix and suffix (See LAS Week 1 Session 2 Activity 3: Learn and Explore). - Ask the learners about their schema of structural analysis using prefix and suffix. - Ask the learners how the prefix and suffix change the meaning of the root word - Let the learners discuss the information found in the selection by using the vocabulary words in sentences related to the selection.	group of words in the selection (See LAS Week 1 Session 3 Activity 7 and 8). - Let the learners write the implicit meaning of the same highlighted words in the selection. - Ask the learners to discuss the literal and implicit significance of the selection to the readers, particularly those who are not dog lovers.	- Ask the learners about the advantages and disadvantages of print general references. - Ask the learners about the advantages and disadvantages of online reference. See LAS Week 1 Session 4 Activity 6: Print with Online Activity. - Let learners discuss the uses of general references both in print and online form.
--	--	---	---	--





G Grow Vocabulary and Fluency 10 minutes	Tutor: Again, with your partners, use the words in the sentences. Read the sentences with your partner. Procedure: - The learners will identify the meaning of the underlined word in a sentence using context clues. - The learners will read the sentences with the correct answer in the activity - The teacher will flash all the vocabulary words used for the day to be read correctly by the learners.	Tutor: This time, exchange sentences with a partner and let the partner read the sentences in class. Procedure: - Each learner will write their sentences about the information found in the selection highlighting the words with prefixes and suffixes. Use LAS Week 1 Session 2 Activity 4. - As the partner reads the sentences, the other will check their use of prefixes and suffixes attached to root words. - Ask learners to write on the board any error spotted for on the spot correction with the guide of the tutor.	Tutor: If you enjoyed the discussion about pets, can I have a finger's heart sign? Procedure: - Ask the learners to use in their sentences the group of words highlighted in the selection see LAS Week 1 Session 3 Activity 9: Collaborative Partnership - Let them read their sentences in class and ask the audience to spot and listen to the errors if there are (for correction). - Ask learners to speak up about the identified error. - Let the learners read the corrected items in unison.	Tutor: Now, let us do the Left and Right handshake. Shake hands with your seatmates on your left and on your right, then say: "CONGRATULATIONS to us all!" Procedure: - Let the learners answer the LAS Week 1 Session 4 Activity 7. - Ask the learners to use the different print and online general references in sentences. - Remind the learners to be careful in the use of words as to use prefixes and suffixes and context clues in constructing sentences. - Let the learners read their constructed sentences in class.
--	---	--	---	---





		Let all the learners read the corrected items on the board in unison		
E Evaluate Understanding 5-7 minutes	Tutor: Let's think about what we have accomplished today. Write down one word and what clue helped you. Were the clues effective? Why do you say so? Procedure: Self- Assessment Selfie: Write 1 word and 1 clue that you learned today. Then, draw a snapshot of something you have learned today. Put a caption. Peer rating: I learned word/s today. Smiley scale reflection: "How confident do I feel using context clues now?"	Tutor: Let's wrap up on what you have learned today. Procedure: Self-Assessment Rewards Ticket: Think of a symbolic reward you can give yourself because you did great today. - Write sentences in a short explanation. - Use your structural analysis know-how in using suffixes and prefixes. Smiley Scale reflection: "I can confidently say that I learned ..." [See LAS Week 1 Session 2 Activity 5]	Tutor: What have you learned today? Are you satisfied with what you have learned? Why do you say so? Procedure: - Ask the learners to accomplish LAS Week 1 Session 3 Activity 10: My Because... - Ask the learners to rate how did he/she perform in today's lesson and explain why. Smiley Scale Reflection: "I am confident to say/write that I learned...."	Tutor: Our journey in ARAL Program Week 1 has truly been an adventure. We faced challenges, but beauty lies in our efforts to learn and stay productive. Congratulations to all of us! Procedure: - Ask the learners to raise their right hand pointing to the East, where the sun rises. - Let learners discuss why they were asked to point to the East. - Ask them to evaluate their learning and experience since Session 1 of the week using LAS Week 1 Session 4 Activity 8: Point to the East.





ARAL-Reading Plus	KEY STAGE	☐ 2 ☒ 3	Intervention Week	2
Reading Subskill Weekly Cluster • Self-assessing fluency. • Reading aloud with proper pacing and expression. • Using non-verbal cues to enhance fluency. • Using context to confirm word meaning and self-correct errors during reading, including rereading when necessary.				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	1. Read aloud with proper pacing and expression. 2. Assess one's reading fluency.	1. Read aloud with proper pacing and expression. 2. Use context to confirm word meaning and self-correct errors during reading, including rereading when necessary. 3. Assess one's reading fluency.	1. Read aloud with proper pacing and expression. 2. Use context to confirm word meaning and self-correct errors during reading, including rereading when necessary. 3. Use non-verbal cues to enhance fluency. 4. Assess one's reading fluency.	1. Read aloud with proper pacing and expression. 2. Use context to confirm word meaning and self-correct errors during reading, including rereading when necessary. 3. Use non-verbal cues to enhance fluency. 4. Assess one's reading fluency.
Materials <i>(Specify the LAS section and page as necessary)</i>	• Printed excerpt (see LAS) • Highlighters or colored pens • Marking symbols guide (provided) • Sample model (optional) • LAS Week 2 Session 1	• Word Beads — key words or phrases from "The Necklace" (jumbled!) • Clue Line where each appears in the story. • LAS Week 2 Session 2	• Printed copies of Dialogues • LAS Week 2 Session 3 • Highlighters or colored pens.	• Printed copies of "The Necklace" by Guy de Maupassant (divided into sections). • A device for each learner (phone, tablet, or computer) with a voice recording app.





				• Self-Assessing Fluency Checklist handout. • Completed Reflection Sheet from the "Record, Listen, and Reflect" activity. • Learners recorded readings (first attempt). • Audio players or devices for playback (optional for group sharing).
B Bridge Curiosity (5 MINUTES)	Activity 1: If You Had One Night to Be Someone Else... • Refer to LAS Week 1 Session 1 Activity 1. • Ask the learners to read and imagine this: 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 was gone.	Activity 1: The Lost Word Necklace • Read aloud to learners: 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. Materials to Prepare: Prepare a set of "Word Beads" — key words or phrases from	Activity 1: Act It without a Word • Read or project to class: You just came home from the most glamorous night of your life—dressed in a gown you could never afford, wearing a borrowed necklace that made you feel like royalty. You look in the mirror, smiling... But then—your smile fades. The necklace is gone. • Ask for 2–3 volunteers to come in front of the class.	Activity 1: What Would You Do? • Read or project to class: You lent your friend a necklace for a party. It was fake but pretty. The next day, she returns a necklace that looks the same. Later, you find out she lost the one you lent her and secretly bought a replacement. The surprise? The one she bought is real and very expensive! She doesn't know what you noticed.





	- Ask the following prompt questions: - What would you do if this happened to you? - Would you tell the truth about the missing thing? - Would you lie? - If you lie, how far would you go to cover it up?	"The Necklace" (jumbled!) Also prepare the Clue Line where each appears in the story. [See LAS Week 2 Session 2 Activity 1] How to Play: Divide class into small teams (3–5 members). - Hand each team a jumbled Words Beads and its matching Clue Line from the story. - Teams: Unscramble the word/phrase - Use the sentence to guess its meaning - Reread if unsure - If correct, the team earns that word as a bead and moves to the next. Winning the Game:	Say: <i>"Without speaking a word, show us what Mathilde might look like at this moment. What does her face look like? What do her hands do? Does she freeze—or panic? How does her body react when she realizes the necklace is gone?"</i> - Allow each volunteer to act out their silent reaction in turn. - After each performance, ask the class: "What emotion did you see?" "Which expressions made it effective?" "How can we use those same expressions when reading aloud?"	- Ask learners the following questions: - Will you tell your friend the necklace was fake? - Will you keep the expensive necklace? - Will you return it and help her find a cheaper one? - Have the learners think about what they would do. - Have them share their answer with a partner or the class.
--	--	---	---	---





		- Each correctly unscrambled and explained word = 1 bead - The team with the most beads recovered wins Tiebreaker: Best dramatic reading of this line: ★ "But my dear Mathilde—it was only paste!" ★ Debrief & Reflect: Ask the class: "Which word was the hardest to guess and why?" "How did the story's context help you?" "What did you notice about how tone and pace changed the meaning of your reading?"		
R	Now Say It Aloud...with a Twist! Have the learners read the inner monologue below out loud as if they were the characters.	Provide learners with misread sentences from "The Necklace" where a bold word is used incorrectly (deliberately flawed).	Write this question on the board: "What are non-verbal cues, and how do they help when reading aloud?"	Activity 2: Fluency Check – Do or Don't Learners will identify correct and incorrect practices in reading fluency.





Revisit Prior Knowledge (5 MINUTES)	Divide the class/group into three. - The first group will read in an angry tone; the second group will read in a regretful tone; and the third group will read in an ashamed tone. Monologue: <i>"I wanted to be beautiful. Just once. Just for one night. Was it so wrong to dream? To wear something stunning and feel like I belonged? But now... what have I done?"</i> - Have the learner focus on: Tone: Is she regretful? Angry? Ashamed? Pacing: Where should you pause for effect? Expression: Which words carry the most emotion?	Example: "She was wearing a necklace made of glue." "He stood up, distracted by a squirrel outside." "Mme. Forestier was stunned—she had fallen asleep." - Learners work in small groups to: - Spot the misused word [See LAS Week 2 Session 2]	- Ask learners to share brief answers. Clarify that non-verbal cues include: Facial expressions Hand gestures Posture Eye contact Body movement - Then ask: <i>"Can you recall a time in a reading task where your facial expression or gesture helped your listener understand the story better?"</i> - Let 2–3 learners respond.	Prepare a list of reading situations (mix of DO's and DON'Ts). If available, prepare two cards for each learner: green for DO and red for DON'T. <u>Do:</u> Introduce the Activity - Tell learners they will decide if a reading situation shows a "DO" or a "DON'T" in reading fluency. - Review the three fluency skills: <i>Reading aloud with proper pacing and expression.</i> <i>Using non-verbal cues to enhance fluency.</i> <i>Using context to confirm word meaning and self-correct errors, including</i>
--	---	---	--	---





				<i>rereading when necessary.</i> Model an Example • Read a short example aloud (e.g., "The learner reads too quickly without pauses."). • Ask learners to raise green for DO or red for DON'T. • Explain the correct answer. Conduct the Activity • Read each situation aloud, one at a time. • Learners show their card/hand signal. • Call on volunteers to explain their reasoning. Sample Situations ◦ <i>Reading in a clear voice with pauses at the right places. (DO)</i> ◦ <i>Reading very fast without expression. (DON'T)</i> ◦ <i>Using facial expressions to show excitement in the story. (DO)</i>
--	--	--	--	--





				○ <i>Skipping a hard word instead of trying to read it. (DON'T)</i> ○ <i>Rereading a sentence after making a mistake. (DO)</i> Wrap-Up ● Summarize the key DO's and DON'Ts. ● Encourage learners to apply these when reading aloud in class. <i>(Optional Extension)</i> ● <i>Pair up learners to create their own DO and DON'T example, then present to the class for others to decide.</i>
I Immerse in Reading (25 MINUTES)	Model Reading ● Choose a paragraph (e.g., <i>when Mathilde realizes she lost the necklace</i>). ● Read it aloud to the class with expression and pacing. ● Ask learners: ○ <i>"Where did I slow down?"</i>	Mic Check: Fluency Stations ● Learners rotate through oral reading fluency stations where they self-assess using checklists and feedback cues. Stations could include: 1. Pace & Pauses – Read a passage while a partner taps when pace is too fast.	Activity 2: Dialogue Scene: "The Necklace Is Gone" ● Assign roles to each learner. Have them mark emotional words, plan pacing, and rehearse aloud. See LAS Week 2 Session 3 Activity 1. Characters:	Activity 3: Record, Listen, and Reflect ● Learners will record themselves reading aloud a section of <i>"The Necklace,"</i> listen to their recording, and use a checklist to self-assess their reading fluency. Do:





	◦ "What words did I stress?" ◦ "How did the tone help you feel the moment?" Guided Marking Give students printed copies of 2–3 short excerpts. In pairs, they will: • Highlight emotional words • Mark pauses with a slash (/) • Choose words to emphasize with bold or underline. Suggested excerpts: • Mathilde's fantasy of wealth and elegance • Her reaction to the lost necklace • Her return of the replacement and the final revelation. [See LAS Week 2 Session 1 Activity 2] Self-Assessment Checklist	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. • Learners use the Self-Check Rubric after reading the 'Summary of <i>The Necklace</i> by Guy de Maupassant'. [See LAS Week 2 Session 2 Activity 2] 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.	• 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!	Introduce the Activity • Explain that each learner will read a part of the story aloud, record it, and then listen to their own recording to check their fluency. Assign Reading Sections • Divide the story into short parts (1–2 paragraphs). • Assign each learner a section to read. Model the Process • Demonstrate reading a short passage with correct pacing, expression, and gestures. • Show how to use a recorder app to save and play back the reading. Recording Phase • Learners record themselves reading their section aloud.
--	--	--	---	---





	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 the tone of my 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).	• I changed the tone of my 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).	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 have 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...	• Encourage them to imagine they are reading to a live audience. Listening and Self-Assessment • Learners listen to their own recordings at least once. • As they listen, they fill in the Self-Assessing Fluency Checklist (See LAS Week 2 Session 4): Self-Assessing Fluency Checklist: • I read at a steady pace (not too fast or too slow). • I used expressions to match the story's mood. • I used gestures/facial expressions (helped me read with feeling). • I understood difficult words using context clues.
--	---	--	---	--





			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 a hard time 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.  Suggestions for Fluency Marking: • / (slash) for pause • ↑ / ↓ for louder or softer voice	• I corrected myself when I made a mistake. Reflection On the same sheet, ask the learners to write: • One thing I did well... • One thing I want to improve... Wrap-Up Discuss as a class why listening to one's own reading can improve fluency. <i>(Optional Extension)</i> • Have learners re-record their reading after practicing improvements and compare both recordings to track progress.
--	--	--	--	---





			• Underline for tone/mood emphasis • ★ for high-expression, dramatic lines	
D Discuss Meaning and Ideas (10 MINUTES)	In pairs or small groups, learners: • Read the excerpt • Discuss their choices with each other: ◦ “Why pause here?” ◦ “What emotion does this word need?” Excerpt 1: Mathilde's Fantasy of Wealth and Elegance <i>Tone to emphasize:</i> Dreamy, longing, discontented <i>Suggested pacing:</i> Moderate, with emphasis on rich imagery Excerpt 2: Her Reaction to the Lost Necklace <i>Tone to emphasize:</i> Shock, anxiety, panic <i>Suggested pacing:</i> Start calm, then speed up to show rising fear	Tutor: <i>Earlier you identified the misused words</i> <i>Now you will correct the misused words using context clues.</i> • Facilitate the discussion on ‘Context Clues Strategies’ [See LAS Week 2 Session 2 Activity 2] • Provide the Mnemonic: IDEAST • To help learners remember these strategies, have them use the acronym: I – Inference from story D – Definition clues E – Examples A – Antonym/Contrast S –	Pair Practice with Coaching In pairs: • One learner reads a line from the dialogue aloud, using voice and non-verbal cues. See LAS Week 2 Session 3 Activity 2. • The partner gives feedback: “Did you show panic on your face?” “Could your hand gestures be clearer?” • Switch roles. Have them ask each other: “How did using non-verbal cues change how you felt while reading?” “What difference do they make to your audience?” Self-Assessment Checklist Place a ✓ if you did this during your reading:	Activity 4: Building Reading Fluency • Learners will reflect on their recorded reading performance, share their insights, and discuss how self-listening can improve fluency. • Individual Reflection (5 minutes) • Learners complete the two prompts on their reflection sheet: ◦ One thing I did well... ◦ One thing I want to improve... Pair or Small Group Sharing (10 minutes) • Learners share their reflections with a partner or group. • Encourage them to give each other one positive comment and one





	Excerpt 3: Her Return of the Replacement and the Final Revelation <i>Tone to emphasize:</i> Weariness, resignation, and shock <i>Suggested pacing:</i> Slow, deliberate for the return; pause for final twist Have learners rehearse reading their selected paragraph aloud. Encourage them to match pacing and tone with emotion (e.g., slower when sad, faster when anxious). Pair learners for peer practice.	Synonym/Restatement T – Tone/Mood	☐ 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).	suggestion for improvement. Whole-Class Discussion (10 minutes) - Guide a discussion with the prompt: “Why can listening to our own reading help us become better readers?” Possible follow-up questions: - What did you notice about your pacing or expression when you listened? - Was it easy or hard to spot mistakes in your recording? Why? - Did you notice things you didn't realize while reading live? Wrap-Up Summary (5 minutes): - Summarize key points learners shared (e.g., hearing mistakes,
--	--	--	---	--





				noticing tone, tracking improvement). - Reinforcing that self-awareness is an important step in improving reading fluency. Optional Extension (Homework or Next Session) - Have learners practice the same passage focusing on their improvement goals. - Re-record their reading. - On the next class day, let them compare the first and second recordings and note improvements.
G Grow Vocabulary and Fluency	Ask: <i>What makes a read-aloud interesting to listen to?"</i> Write keywords on the board: emotion, tone, pause, expression, clarity. Introduce Marking Symbols Distribute the Marking Symbols Guide [See LAS	[See LAS Week 2 Session 2 Activity 3] - Have the learners use context clues to confirm or infer the meaning of unfamiliar words or expressions. - Have them self-correct mis-readings during oral reading.	[See LAS Week 2 Session 3: Activity 3] Have the learners deepen their understanding of emotion-based vocabulary through matching, discussion, and expressive performance using	Activity 5: Clues in the Necklace Guide learners to use context clues to determine the meaning of unfamiliar words and to self-correct while reading aloud. Do: Select a short excerpt.





(10 MINUTES)	Week 2 Session 1 Activity 2]. Read each line aloud with and without markings for contrast. - In pairs or small groups, learners: - Read the excerpt - Mark emotional words, plan pacing, and rehearse aloud. - Discuss their choices with each other: “Why pause here?” “What emotion does this word need?” Ask: How did the markings help you read with more feeling and clarity? Which markings helped you engage your listeners the most?”	- Have them practice rereading to clarify confusion or ensure fluency. Excerpt for Use: 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. Activity: Context Clue Discovery - Ask learners to identify unfamiliar or strong vocabulary and use context clues to make meaning. - Provide a pool of possible answers if necessary.	fluency and non-verbal cues. Key Answers <table><tr><th>Word</th><th>Correct Definition</th></tr><tr><td>frantic</td><td>feeling extremely anxious and rushed</td></tr><tr><td>panicked</td><td>filled with sudden fear and confusion</td></tr><tr><td>distracted</td><td>unable to focus due to stress or worry</td></tr><tr><td>trembling</td><td>shaking from emotion or fear</td></tr><tr><td>concerned</td><td>showing worry or care for someone</td></tr><tr><td>startled</td><td>surprised suddenly, caught off guard</td></tr><tr><td>hesitant</td><td>unsure or uncertain in approach</td></tr><tr><td>sincere</td><td>speaking or acting with honesty and emotion</td></tr><tr><td>shocked</td><td>feeling intense surprise and disbelief</td></tr><tr><td>devastated</td><td>overwhelmed by grief, loss, or despair</td></tr></table>	Word	Correct Definition	frantic	feeling extremely anxious and rushed	panicked	filled with sudden fear and confusion	distracted	unable to focus due to stress or worry	trembling	shaking from emotion or fear	concerned	showing worry or care for someone	startled	surprised suddenly, caught off guard	hesitant	unsure or uncertain in approach	sincere	speaking or acting with honesty and emotion	shocked	feeling intense surprise and disbelief	devastated	overwhelmed by grief, loss, or despair	- Write these words on the board without providing their meanings. - Briefly explain that today’s activity will help learners become “word detectives” by using context to figure out meanings without immediately checking the dictionary. Modeling - Read the first sentence aloud. - When you reach a challenging word, pause and demonstrate: a. Looking at the surrounding words for context clues. b. Guessing the meaning based on the context. c. Rereading the sentence using the guessed meaning and correct tone.
Word	Correct Definition																									
frantic	feeling extremely anxious and rushed																									
panicked	filled with sudden fear and confusion																									
distracted	unable to focus due to stress or worry																									
trembling	shaking from emotion or fear																									
concerned	showing worry or care for someone																									
startled	surprised suddenly, caught off guard																									
hesitant	unsure or uncertain in approach																									
sincere	speaking or acting with honesty and emotion																									
shocked	feeling intense surprise and disbelief																									
devastated	overwhelmed by grief, loss, or despair																									





		<table><tr><td> - sudden sound, followed by panic - reaction to losing something important - sudden movement, emotional response - where they searched </td><td> - let out a loud or sudden scream - extreme fear or worry - shocked or not thinking clearly - layers or creases in clothing </td></tr></table>	- 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																																
- 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																																			
		<table><tr><th>Word or Phrase</th><th>Clue from Context</th><th>Inferred Meaning (Your Guess)</th><th>Did you reread to clarify? (Yes/No)</th></tr><tr><td>uttered</td><td></td><td></td><td></td></tr><tr><td>a cry</td><td></td><td></td><td></td></tr><tr><td>in panic</td><td></td><td></td><td></td></tr><tr><td>distracted</td><td></td><td></td><td></td></tr><tr><td>d</td><td></td><td></td><td></td></tr><tr><td>folds of</td><td></td><td></td><td></td></tr><tr><td>her dress</td><td></td><td></td><td></td></tr></table> Instruct learners to reread parts of the sentence if they're unsure, using surrounding words as clues.	Word or Phrase	Clue from Context	Inferred Meaning (Your Guess)	Did you reread to clarify? (Yes/No)	uttered				a cry				in panic				distracted				d				folds of				her dress					
Word or Phrase	Clue from Context	Inferred Meaning (Your Guess)	Did you reread to clarify? (Yes/No)																																	
uttered																																				
a cry																																				
in panic																																				
distracted																																				
d																																				
folds of																																				
her dress																																				
		Key Answers: <table><tr><th>Word or Phrase</th><th>Clue from Context</th><th>Inferred Meaning (Your Guess)</th><th>Did you reread to clarify?</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Word or Phrase	Clue from Context	Inferred Meaning (Your Guess)	Did you reread to clarify?																														
Word or Phrase	Clue from Context	Inferred Meaning (Your Guess)	Did you reread to clarify?																																	

Guided Practice:

- Have learners read the excerpt aloud in turns.
- Instruct them to pause when they encounter a word they do not know, then:
 - Identify possible clues from nearby words or sentences.
 - Make a guess about its meaning.
 - Reread the sentence with their guessed meaning.

Independent Task:

- Ask each learner to list three new or tricky words they encountered.
- For each word, they must record:
 - ✓ The sentence where it appears.
 - ✓ Their guessed meaning.
 - ✓ The correct meaning (to be checked after the activity).





		uttered a cry "She uttered a cry. The necklace was no longer around her neck!" Let out a loud or sudden scream Yes in panic "She turned toward him in panic. 'I... I've lost Madame Forestier's necklace.'" Extreme fear or worry Yes distracted "He stood up, distracted. 'What! How? That's impossible!'" Shocked or not thinking clearly No folds of her dress "They looked in the folds of her dress, in her coat, in all her pockets." Layers or creases in clothing No Self-Correction Read-Aloud (Paired Task): 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. [See LAS Week 2 Session 2 Activity 4] Prompt sentence frames:	✓ Example for Reference Sentence: "She was adorned with elegance that charmed everyone." Guess: "Adorned" means "decorated." ✓ Wrap-Up: • Review the correct meanings as a class. • Highlight effective strategies used by learners in identifying meanings from context.
--	--	---	---





		• “Can you read that sentence again?” • “What word made that line confusing?” • “What helped you figure it out?”																		
E Evaluate Understanding (5 MINUTES)	Have the learners read their selected paragraph aloud. Tell them that they will be assessed using Rubric. [See LAS Week 2 Session 1 Activity 3] Reflection Questions: 1. Which part of your reading felt the most expressive or natural? Why? 2. Was there a moment when you rushed or paused awkwardly? What happened? 3. What will you focus on improving next time you read aloud?	Read each short passage carefully. Each bold word describes an emotion or reaction. Use context clues from the sentence to choose the best meaning. Then explain what clues helped you decide. [See LAS Week 2 Session 2 Activity 5] Key Answers: <table><tr><th>Item</th><th>Vocabulary Word</th><th>Correct Answer</th><th>Reasoning / Context Clue</th></tr><tr><td>1</td><td></td><td>B. Sudden fear or anxiety</td><td>Clues: “hands began to shake,” “borrowed bracelet was missing” – shows fear and tension.</td></tr><tr><td>2</td><td>remorse</td><td>B. Guilt or regret for one’s actions</td><td>Clues: “so careless,” “flushed,” “best friend’s reaction” – shows guilt.</td></tr><tr><td>3</td><td>disbelief</td><td>C. Shock and refusal</td><td>Clues: “turned the apartment upside down,” “unable to accept” –</td></tr></table>	Item	Vocabulary Word	Correct Answer	Reasoning / Context Clue	1		B. Sudden fear or anxiety	Clues: “hands began to shake,” “borrowed bracelet was missing” – shows fear and tension.	2	remorse	B. Guilt or regret for one’s actions	Clues: “so careless,” “flushed,” “best friend’s reaction” – shows guilt.	3	disbelief	C. Shock and refusal	Clues: “turned the apartment upside down,” “unable to accept” –	Have the learners do LAS Week 2 Session 3 Activity 4: Using context clues, non-verbal cues, and fluency features. [See LAS Week 2 Session 3 Activity 4] Directions: 1. Read each passage aloud. 2. Underline emotional words or phrases. 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 bold line.	Reading Fluency and Context Skills Observe the learner as they read aloud a short passage. Use the checklist below to evaluate their performance in four key areas. Mark Yes if the skill is consistently demonstrated, Sometimes if partially, and No if not yet evident. [See LAS Week 2 Session 4]
Item	Vocabulary Word	Correct Answer	Reasoning / Context Clue																	
1		B. Sudden fear or anxiety	Clues: “hands began to shake,” “borrowed bracelet was missing” – shows fear and tension.																	
2	remorse	B. Guilt or regret for one’s actions	Clues: “so careless,” “flushed,” “best friend’s reaction” – shows guilt.																	
3	disbelief	C. Shock and refusal	Clues: “turned the apartment upside down,” “unable to accept” –																	





		4 frantic to believe C. Wild with fear or panic 5 devastated A. Extremely sad or shocked shows stunned reaction. Clues: "paced the hallway," "voice rising," "urgency" – shows panic and urgency. Clues: "eyes welled with tears," "empty glasses case," "lost... lenses" – deep sadness and shock. Reflection Questions: Ask learners to write a short response: <i>"Which word or phrase did you need to reread or rethink today? How did the context help you correct or understand it?"</i>	Reflection Questions: Ask learners to write a short response: 1. How did 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 bold lines?	
--	--	---	---	--





ARAL-Reading Plus	KEY STAGE	☐ 2 ☒ 3	Intervention Week	3
Reading Subskill Weekly Cluster: - Using structural analysis to understand the meaning of unfamiliar words. - Noting important story elements (characters, setting, conflict, resolution). - Sequencing events. - Identifying the plot type. - Summarizing story events.				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	- Use structural analysis to understand the meaning of unfamiliar words in the story read. - Exploring the characters in the story read.	- Use structural analysis to understand the meaning of unfamiliar words in the story read. - Identifying and understanding the setting and conflict in the story read.	- Sequence events in the story read. - Note resolution in the story read. - Identify the plot type of the story read.	- Identify the characters, setting, conflict, and resolution in the story read - Sequence events in the story read. - Identify the plot type of the story read. - Summarize story events
Materials (Specify the LAS section and page as necessary)	- Paper "luggage tags" or printed cards - Large paper cutouts or printed icons of luggage, each labeled with a word - Clue sentences from or inspired by the story - Unfamiliar word list (see below)	- Large Game Board Map: Winding path from "Camino Real" to "Nagrebcan" with 5–7 stops. - Mini Carretela tokens (one for each team). - Card Deck (blue for Setting, red for Conflict, backs have a matching	- Copy of the short story "How My Brother Leon Brought Home a Wife" by Manuel E. Arguilla - Printed activity sheets (for sequencing, resolution, and quiz) - Map illustration (Manila → Waig → fields → home)	





	A response worksheet: "What's Inside Maria's Luggage?" (Week 3, Session 1, Activity 1)	"?" design to hide the category). - Dice (optional for movement if adding an element of chance). Card Design Blue Setting Cards (<i>with map or landscape illustration</i>) - carretela - Nagrebcan - sunset sea - wide blue sky - Katayaghan hills - golden haze fields - camino real - Waig bed - Stars Red Conflict Cards (<i>with tense or emotional icon</i>) - she hesitated - pondering father's approval - naming unease "so very wide here" "I am afraid. He may not like me."	- Plot Mountain Chart illustration with guiding questions - Manila paper or chart paper (for group outputs) - Markers or colored pens - Visual aids (flashcards of transitional devices) - Teacher's Answer Key (for checking and discussion)	
--	--	---	---	--





B Bridge Curiosity	Activity 1: Where Do I Belong? How to Play (Classroom Setup): • Prepare 2 areas in the classroom labeled:  Rural Life  Urban Life (optional: Provide pictures depicting rural and urban places) • Read a series of scenario statements to learners: 1. "You wake up to the sound of birds and roosters." 2. "You ride the jeepney to school every morning." 3. "Your neighbors are rice fields." 4. "There's a 7-Eleven and milk tea shop on your street." 5. "You take care of chickens before breakfast." 6. "You scroll through TikTok while stuck in traffic."	Activity 1: My Carretela Adventure Scenario 1 • Say: <i>Imagine you're a traveler showing someone the best parts of your hometown. But instead of a suitcase or a bag, you'll load your things into a carretela, just like in the countryside! If you could only bring three things from your place, what would they be?"</i> • Ask learners to: 1. Draw a big carretela on your paper. 2. Inside the carretela, draw or write three things that represent your hometown. ○ They can be places, objects, food, events, sounds, or feelings. ○ Under each, write one short descriptive word	Activity 1: Mapping Maria's Journey Say: <i>Today, we will trace Maria's journey from the city to Leon's home in Nagrebcan. We will use a map to help us remember the important places she passed through.</i> Do: Distribute the Worksheet • Give each learner a copy of the map outline and the word bank. • Explain that the boxes on the map represent the places Maria visited in sequence. Give the Task Directions Say: <i>Label each place on the map using the word bank. Number them in the correct order from 1 to 6.</i> Check Understanding • After learners complete the activity, ask	Activity 1: Story Puzzle Review Do: Prepare four puzzle pieces, each labeled with one story element: Character, Setting, Conflict, Resolution. Give each group of learners the puzzle pieces and the following descriptions: <i>Maria, a city-bred woman, bravely faces the challenge of meeting Leon's rural family.</i> <i>The journey through the Waig, the fields, and finally the home in Nagrebcan shows the contrast between the city and the countryside.</i> <i>Maria worries about whether Leon's family will accept her, as she comes from a very different background.</i>
---	---	---	--	---





	7. "You walk barefoot on the way to fetch water from a pump." 8. "Your favorite weekend activity is going to the mall." - For each statement, learners move to the side of the room they think belongs to: Urban Life or Rural Life. - After each move, ask 1–2 learners: "Why do you think it belongs there?" "Would you enjoy living in that environment?" (Feel free to mix in humorous or tricky ones to get them thinking.) - Say: <i>In the story we're about to read, a woman from the city visits her husband's rural hometown. Think about the shift in her environment.</i>	or phrase (e.g., "cool mountain breeze," "sweet lanzones," "colorful festival"). Carretela Parade Twist: - After drawing, sit on a carretela (classroom chairs). - Hold your papers in front of you as if your treasures are riding in your carretela. - Pretend to "drive" your carretela slowly while humming or making cartwheel sounds. [Or the teacher can provide background music.] - When the teacher says "Stop!", share one treasure in your carretela with the person in front of you. - When the teacher says "Go!", continue the parade and repeat with the next person. Wrap-up Questions:	volunteers to share their labeled map and read their descriptions aloud. Reinforce correct sequencing and highlight Maria's impressions of the countryside. [LAS Week 3 Session 3 - Activity 1: Mapping Maria's Journey]	<i>Maria's grace and humility win over Leon's family, showing her genuine love and readiness to belong.</i> Ask learners to read each description carefully and write it on the correct puzzle piece. Once all descriptions are matched correctly, guide the learners to reveal the hidden message: <i>"Like Maria, who faced the challenge of being accepted by her husband's family, how can you overcome the fear of rejection and deal with inner struggles in your own life?"</i> Allow learners time to reflect and write their personal response in the space provided. Processing Questions:
--	--	---	---	--





	What might surprise her? What might challenge her? Will she be accepted?	"Which thing in your carretela makes you proudest of your hometown? Why?" <u>Scenario 2</u> - Say: Imagine you're visiting your friend's hometown for the first time. You've never been there before — the places, food, and people are all new to you. You're riding in a carretela, and along the way, you spot many treasures. What do you think you'll see, taste, hear, or feel? How might you react? - Ask learners to: Draw a big carretela on your paper. - Inside the carretela, draw or write three 'things' you imagine discovering in your friend's hometown. - These can be places, objects, food, events,		How did identifying the story elements help you understand the story better? What lesson from Maria's experience can you apply to your own life? [LAS Week 3 Session 4 - Activity 1 Story Puzzle]
--	---	--	--	---





sounds, or experiences.

- Under each treasure, add:
 - A short description (e.g., “shady mango trees,” “noisy tricycle rides,” “crowded marketplace”)
 - Your possible feeling (e.g., “amazed,” “nervous,” “excited,” “overwhelmed”).

Carretela Tour Twist:

- Pair up with a partner.
- One will be the Visitor (holding the Carretela drawing), and the other will be the local guide.
- The Visitor “rides” in the Carretela (classroom chairs) behind the local guide, pretending to be





		travelling around the hometown. • As they “travel,” the Visitor points to one thing in their carretela and describes it. • The Local Guide responds by adding one more thing that visitors often enjoy in their hometown (real or imagined). • Switch roles after one “ride.” Wrap-Up Question: <i>“If you were really in your friend’s hometown, what would help you enjoy the visit more and feel less nervous?”</i> [LAS Week 3 Session 2 Activity 1: My Carretela Adventure]		
R Revisit Prior Knowledge	Activity 1: Maria’s Luggage: Unpacking Hidden Words • Have the learners unlock unfamiliar words through context clues. • Twist: Each word is “packed” in Maria’s emotional or cultural luggage. Learners will unpack the words to discover what Maria may	All Aboard the Carretela! To bridge the characters from <i>How My Brother Leon Brought Home a Wife</i> and their traits, have the learners reenact their journey to set up the setting/conflict activity. Character Roll Call	The Destination (Resolution) Use the same map, with the final destination (Nagrebcan, Leon’s home) highlighted. Do: • Point to the last stop on the map and say: “We have followed Maria’s journey in sequence, and now she has reached her	Activity 2: Plot Mountain Have the learners identify and organize story events according to the plot structure and reflect on how each part contributes to the story. Do:





	have felt, experienced, or hidden on her journey. <u>Do:</u> - Set the Scene - Have the learners read the prompt aloud: “When Maria traveled from the city to Nagrebcan, she didn’t just carry clothes—she carried emotions, thoughts, and experiences. Some of these are hidden in unfamiliar words in the story. Today, we’ll help Maria unpack her luggage to find out what she may have been feeling along the way.” [LAS Week 3 Session 1: Activity 1] - Have the learners 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.	- Ask: “Who are the people (and animals!) in the story?” - Write on the board: Maria, Leon (Noel), Baldo, Father, Mother, Labang. - Briefly review their roles and traits with the class. Assign Roles - Hand out role cards or simply assign: Leon — leads Maria into the carretela. Maria — steps down gracefully, shows a bit of shyness. Baldo — “driver” guiding Labang. Labang — the “horse” in front (learners can playfully mimic trotting). Father and Mother — wait “at home” (end of the path). - The rest of the class can be villagers walking along the camino real. Form the Carretela	<i>final stop. But the story does not end with travel—it ends with a resolution.”</i> - Ask learners to complete this: <i>“In the beginning, Maria was nervous about meeting Leon’s family. Along the way, she showed grace and respect. In the end, ...”</i> - Learners write short ending sentences (e.g., “... Father accepted her as part of the family”). - Place these at the final point on the map. - Say: Every journey has a final stop, and every story has a resolution. Today we will see how Maria’s hopes were resolved when she met Leon’s family. Answer Key – Resolution Beginning of the story: <i>Maria was anxious about</i>	- Begin by reminding learners that every story has a plot composed of five parts: <i>Exposition, Rising Action, Climax, Falling Action, and Resolution.</i> - Briefly review each part. - Read aloud or have learners read the list of 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 manners. 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.
--	---	--	---	--





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

Use follow-up prompts:

1. Why might that feeling be important in Maria's journey?
2. Have you ever felt the same in a new or unfamiliar place?"

- Have learners line up, holding each other's shoulders to form a pretend carretela.
- The "Labang" student is at the very front, gently "pulling" the line.
- As they "travel," pause at "story stops" (marked on the floor or drawn on the board):

1. **Camino Real**
2. **Katayaghan Hills**
3. **Fields in Golden Haze**
4. **Waig**
5. **Nagrebcan**

- At each stop, the student playing **Baldo** calls out one **setting description**, while **Maria** shares one **feeling or worry** related to conflict

Arrival and Quick Discussion

- When they "arrive" at Nagrebcan, ask the class:
 - "What kind of place did we travel through?"

being accepted by Leon's family.

- **Along the journey:** She showed kindness, humility, and adaptability while experiencing rural life.
- **Resolution (In the end):** Maria was warmly received and accepted by Leon's family, especially by Father, which affirmed her place in Leon's world.

- Instruct learners to place each event in the correct part of the **Plot Mountain: Exposition, Rising Action, Climax, Falling Action, or Resolution.**
- Once the events are organized, guide learners to answer reflection questions about the story, such as:
 - How do the events build up to the climax?
 - What does the resolution reveal about the characters or story message?
- Review their answers as a class, highlighting how the plot structure helps us understand the story.

[LAS Week 3 Session 4 - Activity 2: Plot Mountain]





		○ "What was Maria feeling on the way?" ● Let them connect answers to setting (environment) and conflict (internal tension). Say: You've just traveled the path yourself. Now, let's look closely at the exact words the author used to show the setting and the struggle.		
Immerse in Reading	[See LAS Week 3 Session 1] Activity 2a: Reading the Text Group Setup: ○ Work in pairs or small groups. ○ Assign roles: <i>Narrator (Baldo), Leon, Maria, and Father.</i> ○ If needed, some learners may take turns reading paragraphs. Mark Your Script: Use these simple marks to	Activity 2: Maria's Travel Diary ● Have the learners experience the story from Maria's perspective, observing the setting and sensing conflicts as she travels to her new home. a. Step into Character ● Say: <i>Imagine you are Maria, riding with Leon and Baldo on your way to meet Leon's family for the first time. The journey is long, the scenery is new, and you have your own thoughts and worries along the way.</i>	Activity 2a: "Tracing the Journey" ● Say: <i>As you listen to the story being read aloud (or as you read silently), mark each event on the map using a number and a short sentence.</i> Guide Sentences to Complete: First, Maria_____. Next, _____. Then, _____.	Activity 3: Jumbled Excerpts Have the learners do an expressive reading of the jumbled excerpts from <i>How My Brother Leon Brought Home a Wife</i> and arrange them in the correct order of events. A."As we passed the fields, the sky began to change colors, turning from blue to shades of orange and pink as the sun set." B."I watched her closely. She was quiet, but her eyes





	help you read with expression: ○ / – pause or take a breath ○ ↑ – say this part louder ○ ↓ – say this part softer ○ <u>Underline</u> – 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.	• Give each learner the Travel Diary worksheet [LAS Week 3 Session 2 Activity 2]. b. Dramatic Reading with Role-Play Pauses Ask learners to: • Read the story aloud or in small groups. • At selected moments, stop and ask learners to write in Maria's diary: ○ Setting: What does she notice? What is beautiful, strange, or new? ○ Conflict: What fears or tensions might she feel right now? Example Pause Prompts: • “You've just seen the fields and mountains of Nagrebcan. How would you describe them?” • “You hear Baldo mention Father's reaction. What	Finally, _____. (Learners fill these in while connecting to the map route.) Activity 2b: “Reaching the Destination” • Have the learners focus on the final stop: <i>Home in Nagrebcan</i>. • Have them answer in their notebook: What challenge did Maria face in the story? How was this resolved at the end? What does this tell us about Maria's character? Sentence Starter: <i>In the end, the resolution was that _____.</i> Processing/Discussion: • Ask: “How did the journey map help you see the	were wide with wonder at everything she saw.” C. “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.’” D. “She looked around and said, ‘It is so beautiful here. I have never seen anything like it before.’” E. “I was waiting for them at the end of the road when they came. I had been waiting for them for a long time.” F. “Leon turned to Maria and asked, ‘Are you afraid of Father?’ She looked at him and shook her head, ‘No, I am not afraid.’” G. “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.”
--	---	--	---	---





	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?	thought crosses your mind?" c. "Maria Speaks" Sharing Circle In groups of 4, learners take turns reading one Setting note and one Conflict note from their diary <i>in first person</i>, as if Maria were speaking. d. Visual Connection Activity ● On the board, draw two overlapping circles (Venn diagram). ○ Left: "What makes the setting beautiful" ○ Right: "What makes the journey tense" ○ Middle: "Where the beauty and tension meet" ● Learners suggest examples from the text to fill it in. Ask: "How did experiencing the journey through Maria's eyes help you notice the role of setting and conflict in the story?"	<i>story's sequence more clearly?"</i> <i>"Why is the resolution important in understanding Maria's acceptance into Leon's family?"</i> [LAS Week 3 Session 3 - Activity 2a: Journey Stops; Activity 2b: Reaching the Destination]	After arranging the excerpts chronologically, have learners read them aloud again, using expressions and maintaining a steady pace. [LAS Week 3 Session 4 - Activity 3: Jumbled Excerpts!]
--	---	---	--	---





[LAS Week 3 Session 2 Activity 2: Maria's Travel Diary]

Key Answers:

What I See / Feel (Setting)	What I Worry About (Conflict)
The wide fields of tall, golden rice swaying in the wind	Whether Father will like and accept me
The dusty road stretching into the horizon	If the heat and dust will make me look tired or unpresentable
The sound of carabao hooves clopping on the dirt path	Whether I can adjust to life in the countryside after living in the city
The scent of freshly cut grass and the warm breeze on my face	If my city manners and ways will seem strange to Leon's family
The sight of the mountains in the distance under the bright sun	Whether the long journey and unfamiliar surroundings will make me feel out of place
The cool shade when passing under acacia trees	If I can show my love and sincerity despite the differences in background

D

[See LAS Week 3 Session 1]

Activity 2b: Chunk Reading:

Do:

- Introduce the Chunk Reading method and briefly explain to learners

To help learners distinguish between setting-related and conflict-related excerpts from "*How My Brother Leon Brought Home a Wife*" and discuss how each contributes to the story's meaning.

Activity 3: Unfolding the Plot

- Learners recall that every story has a plot composed of the beginning, middle, and end. Each part reveals

[See LAS Week 3 Session 4]

Activity 4: Story Road Map Summary

Part A: Transitional Devices
Have the learners use transitional devices to





Discuss Meaning and Ideas	that the story will be read in six short parts (chunks). After each part, they will pause and reflect on the characters using the provided questions. Group or Pair Reading Assign learners to read each chunk: - Aloud as a class - In pairs or small groups - Individually (for silent reading if needed) Guide the Reading For each chunk: - Announce the paragraph range and have learners read only that section. - Then, ask the 3 questions provided. - Encourage learners to underline or mark lines that support their answers. Discussion Options: - Use the questions for oral discussion.	<u>Do:</u> Set the Context - Briefly remind learners of the story's plot and main journey from the <i>camino real</i> to Nagrebcan. - Explain that in this activity, they will sort excerpts into Setting (S) or Conflict (C). - Emphasize that Setting = where and how events happen; Conflict = problems, tensions, or struggles faced by characters. Individual or Group Work - Instruct learners to read each excerpt in the table carefully. - In the S/C column, they will write: - S if it's setting-related - C if it's conflict-related - In the Why column, they must give a short explanation: - For Setting → Identify a descriptive detail	the main idea of that stage in the story. In groups, complete the Plot Mountain Chart below. Discuss and agree on the main idea for each part. Learner Activity Sheet: Plot Mountain 1. Exposition (Beginning) What background information is given? Who are the characters introduced? <i>Main Idea:</i> _____ 2. Rising Action (Middle) What events build the tension or highlight Maria's challenge? <i>Main Idea:</i> _____ 3. Climax What is the turning point of Maria's journey? <i>Main Idea:</i> _____ 4. Falling Action What events lead to the solution? <i>Main Idea:</i> _____ 5. Resolution (End) How is the problem resolved?	connect story events smoothly and logically. Do: - Begin by reviewing what transitional devices are and how they help link ideas in a story (e.g., First, Next, Then, After that, Meanwhile, Finally, As, Because, However). - Distribute the list of story events to learners: _____ 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. - Instruct learners to fill in the blanks with the appropriate transitional devices from the provided box. - Encourage learners to read the completed sequence aloud to
---	---	--	--	--





	- Assign them as written responses in reading journals. - Turn them into think-pair-share prompts Adapt for Mixed Abilities: For struggling readers: - Read the chunk aloud with expression. - Paraphrase or simplify questions when needed. - Allow them to respond with drawings or short phrases. [LAS Week 3 Session 1: Activity 2] Answer Key: Text: <i>How My Brother Leon Brought Home a Wife</i> by Manuel Arguilla Chunk 1: First Meeting - Paragraphs 1–5 1. Who is telling the story? → Baldo, Leon's younger brother. 2. What does the narrator first notice about Maria?	(sight, sound, smell, etc.) - For Conflict → Identify who experiences the struggle and what it's about. Pair/Group Check - Have learners compare their answers with a partner or group. - Encourage them to defend their reasoning, especially tricky excerpts. Class Discussion - Go through each item as a class. - Ask guiding questions: - What words or images in this excerpt tell you it's a setting? - What is the character worried about here? - How does this detail connect to the main theme? Reflection	Main Idea: _____ Processing: <i>Which part of the plot best shows Maria's character? Why?</i> <i>How do the main ideas in each part connect to reveal the theme of love and acceptance?</i> <i>If the resolution were different, how would the main idea of the story change?</i> [LAS Week 3 Session 3 - Activity 3: Unfolding the Plot]	check if the story flows smoothly. After completion, discuss as a class why each transitional device fits the event and how it improves the coherence of the story. [LAS Week 3 Session 4 - Activity 4: Story Road Map Summary-Part A: Transitional Devices]
--	---	--	---	---





	→ She is beautiful, soft-spoken, and smiled at him kindly. 3. How does Maria speak or act when she meets Baldo? → She greets him politely and smiles, showing respect. 4. What does Leon say when he talks about Maria? → He introduces her to Baldo and calls her by her full name, showing respect and pride. Chunk 2: The Cart Ride 📌 Paragraphs 6–13 1. What is Leon doing while they are riding the cart? → He talks with Maria and makes sure she is comfortable. 2. What does Maria say about the place or the ride? → She says it's different from the city but does not complain.	• Use the Discussion Questions section of the worksheet: 1. Which excerpts gave the clearest image of Nagrebcan? 2. Which excerpts revealed Maria's inner struggles? 3. How does the setting highlight the differences between rural and urban life? • Check if learners correctly identified the S/C category for each excerpt. • Look for depth in their "Why?" explanations—more than just "because it's a place" or "because she's worried." [LAS Week 2 Session 2 Activity 3: Setting and Conflict] Key Answers:		
--	--	---	--	--





3. **What does Baldo think while watching them?**
→ He quietly observes them and seems curious about Maria.

Chunk 3: The Song and the Star

📌 Paragraphs 14–17

- What do Maria and Leon talk about?**
→ They talk about the stars and how Leon used to sing to them.
- What does Maria do when Leon sings?**
→ She laughs softly and listens.
- What does their talk and laughter show about their relationship?**
→ They are close, comfortable, and care about each other.

Chunk 4: Almost Home

📌 Paragraphs 18–20

- What does Maria say about the road or the place?**

No.	S / C	Excerpt from the Story	Why? (Brief Explanation)
1	S	"The sun was high and the heat shimmered on the dusty road."	Describes the physical environment and weather conditions.
2	C	"Maria was afraid she might not be accepted by Leon's father."	Shows a personal worry and emotional tension.
3	S	"The fields of tall, ripe rice stretched as far as the eye could see."	Gives a visual description of the countryside setting.
4	C	"Baldo wondered if Father would be pleased with Maria."	Expresses uncertainty and possible disapproval, creating tension.
5	S	"We passed under the shade of the acacia trees, their leaves whispering in the breeze."	Describes atmosphere and scenery.
6	C	"Maria felt uneasy about the long journey on the rough road."	Shows discomfort and concern — a form of conflict.

Key Answers – Discussion Questions

- Which excerpts gave you the clearest picture of Nagrebcan?*
 - The golden rice fields are swaying in the wind.*
 - The dusty road under the hot sun.*
 - The shade of the acacia trees and the mountains far away.*
- Which excerpts revealed the tensions Maria experienced?*
 - She worried if Leon's father would like her.*





	→ She says the place is very wide and quiet. 2. What is Maria worried about? → She worries that Leon's father might not like her. 3. How does Leon answer her worry? → He tells her that his father will like her and not to worry. Chunk 5: At the House 📌 Paragraphs 21–24 1. What does Baldo do when they arrive? → He stops the cart and lets Leon and Maria go ahead. 2. What do the women in the house do when Maria comes in? → They cry and seem very emotional. 3. How do you think Maria feels at this time? → She might feel nervous but also hopeful and emotional.	○ She felt unsure if she could live in the countryside. ○ She thought her city ways might seem strange to Leon's family. 3. How do the setting descriptions help show the difference between city and rural life? ○ The countryside is wide, quiet, and full of nature, while the city is crowded and busy. 4. How do the conflict excerpts connect to the story character traits? ○ Maria's worries show she is respectful and wants to be accepted. ○ Leon's calmness shows he trusts Maria and his family.		
--	--	--	--	--





	Chunk 6: The Father 📌 Paragraphs 25–29 What does the father do when they get home? → He stays quiet and listens to Baldo's story about the journey. What does Baldo tell the father? → He tells how Maria behaved during the ride—calm, respectful, and unafraid. What do you think the father feels about Maria in the end? → He accepts her, even without saying it directly.			
G Grow Vocabulary and Fluency	[LAS Week 3 Session 1 Activity 3: Word Structures and Who's Who] Do: Distribute the word structure table with selected vocabulary words related to character traits in the story.	[LAS Week 3 Session 2 Activity 3: Setting and Conflict] Do: - Distribute the activity sheet containing excerpts from <i>How My Brother Leon Brought Home a Wife</i>. - Instruct the learners to read each excerpt silently and carefully.	Activity 4: A Day's Journey Do: - Show the map (Manila → Waig → fields → home) used in the previous activity. - Say: <i>"Earlier, we sequenced the journey in the story. Now, let us practice sequencing in</i>	Activity 4: Part B – Retelling the Story Have the learners orally retell the story using the story road map and transitional devices, then provide peer feedback using a rubric. Do:





	● Guide learners through the task: ○ In the first column, learners will see a vocabulary word. ○ They will then break down each word into three parts: ▪ Prefix (if applicable) ▪ Root word ▪ Suffix (if applicable) ● Have them read the clue question in the fourth column. This clue relates to a specific character from the story. ● Ask learners to think critically about the character traits, actions, or feelings shown in the story. ● In the final column, learners will identify which character the word and clue describe. ● Review answers together or have learners share and explain their reasoning in pairs or small groups.	● Tell them to determine whether the excerpt presents: ○ Setting – descriptions of the place, atmosphere, or environment, or ○ Conflict – challenges, tensions, or problems experienced by a character. ● In the first column, direct learners to write S if the excerpt shows a setting, or C if it shows a conflict. ● In the last column, guide them to write a brief explanation for their answer. ● Remind them to use clear and concise reasoning, referring directly to words or details from the excerpt. ● After completion, facilitate a class discussion to compare answers and clarify misconceptions.	our own lives using <i>transitional devices</i>. This will help us speak clearly and fluently." ● Tell learners: <i>You will work in groups to tell a simple journey or process. Each group member will add one sentence, and each must use a different transitional device."</i> ● Give these choices for the narration: a. Your journey to school each morning. b. Your family's trip to the market c. The steps you take before going to bed <u>Group Oral Relay</u> ● Form groups of 4–5 learners. ● Remind them of the rule: Each speaker must use a different transitional device (e.g., first, next, then, after that, finally).	● Review the story road map and transitional devices with the learners, emphasizing how transitional words help connect events and maintain story flow. ● Organize learners into pairs. ● Instruct each pair to retell the story orally in their own words, using the story road map and transitional devices to ensure the events flow smoothly. ● After each retelling, have learners rate their partner's performance using the "Peer Evaluation Rubric for Story Retelling." ● Walk around the class to observe and provide guidance, ensuring that learners are using transitional devices correctly and speaking clearly. ● Collect the rubrics after peer evaluation to
--	---	--	--	---





	<i>Tip:</i> You can modify the difficulty by pre-highlighting prefixes/suffixes or assigning words based on reading levels.	LAS Week 3 Session 2 Activity 4: Building the Story: Setting and Conflict Words <u>Do:</u> • Provide each learner with the short passage and the accompanying Word Bank. • Explain that the passage describes a countryside scene, and the Word Bank includes: ◦ Setting words – places, natural features, or descriptions that indicate where and when the story happens. ◦ Conflict words – feelings, emotions, or situations that reveal struggle or tension. • Instruct learners to read the passage carefully before filling in the blanks. • Tell them to select the most appropriate word from the Word Bank for each blank. • Remind them that:	Example (Trip to School): Learner 1: "First of all, I wake up early in the morning." Learner 2: "Next, I eat breakfast to get energy." Learner 3: "After that, I walk to the jeepney stop." Learner 4: "Finally, I arrive at school ready for classes." <u>Presentation (3–5 minutes)</u> • Call 2–3 groups to present their oral sequencing in front of the class. • Encourage classmates to listen to and identify the transitional devices used. <u>Feedback & Enhancement</u> • Acknowledge of effective use of transitional devices. • Highlight advanced connectors if any group uses them (e.g., "subsequently," "in the meantime," "at last").	review scores and provide additional feedback if needed. [LAS Week 3 Session 4 - Activity 4: Story Road Map Summary-Part B: Retelling the Story]
--	--	--	---	---





- Some words may be used more than once.
- Not all words in the Word Bank will be used.
- After they complete the passage, review the answers together, discussing why each word fits its place in the text.

Part C: Word Formation with Prefixes and Suffixes

Do:

- Give each learner the activity sheet containing the sentences and the "Answer" column.
 - Instruct them to read each sentence carefully, paying attention to the bold term.
 - Point out that a meaning clue is provided in each sentence to help them determine the correct word form.

Reflection

- Ask the class:

"How did using transitional devices make your story easier to follow?"

"Which transitional devices are most useful for everyday speaking?"





		○ Guide them to create a new word from the bold term by adding the correct prefix or suffix. ○ Direct them to write the new word in the "Answer" column. ○ Remind them to check that the new word fits the sentence's meaning and grammatical structure. ● After completion, facilitate a short review, highlighting how prefixes and suffixes change meaning and usage. [LAS Week 3 Session 2 – Activity 4: Building the Story: Setting and Conflict Words] Key Answers: Activity 4		
--	--	--	--	--





		<table><tr><th>PART A</th><th>PART B</th><th>PART C</th></tr><tr><td>1. dusty road 2. distant mountains 3. cool breeze, bamboo grove 4. grazing carabaos 5. anxious 6. tense 7. twilight, uncertain</td><td>Answers vary</td><td>1. dustiness 2. distantly 3. coolly 4. grazing 5. paddied 6. twilighen 7. anxiously 8. shyness 9. uneasily 10. tenseness</td></tr></table>	PART A	PART B	PART C	1. dusty road 2. distant mountains 3. cool breeze, bamboo grove 4. grazing carabaos 5. anxious 6. tense 7. twilight, uncertain	Answers vary	1. dustiness 2. distantly 3. coolly 4. grazing 5. paddied 6. twilighen 7. anxiously 8. shyness 9. uneasily 10. tenseness		
PART A	PART B	PART C								
1. dusty road 2. distant mountains 3. cool breeze, bamboo grove 4. grazing carabaos 5. anxious 6. tense 7. twilight, uncertain	Answers vary	1. dustiness 2. distantly 3. coolly 4. grazing 5. paddied 6. twilighen 7. anxiously 8. shyness 9. uneasily 10. tenseness								
E Evaluate Understanding	[Use LAS Week 3 Session 1] Activity 4a: Who Am I? - Have learners use context clues and structural analysis (prefixes/suffixes) in bold words to infer which character from "How My Brother Leon Brought Home a Wife" is being described. Do: - Introduce the activity by explaining that each clue	Activity 5: Spot the Setting and Conflict <u>Do:</u> - Provide learners with the short passage/s for this activity. - Instruct them to read the passage carefully and attentively. - Explain that they must: - Underline details that describe the setting (place, time,	Have the learners answer the following items: LAS Week 3 Session 3 Let's Practice: - Read the sentences carefully. Write numbers 1–4 to show the correct order of events. ___ Maria and Leon crossed the Waig River with Baldo.	Activity 5: Writing the Story Summary Have the learners write a coherent summary paragraph in their own words using the story road map and transitional devices. Do: Review with learners about the story road						





	describes a character from the story, using actions, feelings, and one bold word with a prefix or suffix. - Read the directions together: <i>"Read each clue. Use both the context and the bolded word to guess which character is being speaking."</i> - Let learners read each item and write the name of the character they think matches the description. - Afterward, review the answers as a class or in pairs. Ask: <i>"What word helped you? What did it mean?"</i> - Optional extension: Discuss or highlights the prefix/suffix in each bold word for deeper vocabulary analysis. Activity 4b: Break It Down & Match It Up! Learners will practice breaking words into prefix-root-suffix parts and connect them to	atmosphere, or environment). - box details that show the conflict (struggle, tension, or problem faced by characters). - Remind them to identify clues in the text, such as descriptive words for setting and action or emotional cues for conflict. - Allow time for individual work before checking the passage together as a class. - Facilitate a brief discussion, asking learners to justify why certain details were marked as setting or conflict. [LAS Week 3 Session 2 – Activity 5: Spot the Setting and Conflict] Key Answers: S: narrow, dusty road; small wooden bridge; sun was setting, painting the sky orange and pink C: her heart pounding;	___ Baldo fetched Leon and Maria with Labang, the bull. ___ They passed through the fields as the sun was setting. ___ Maria reached Leon's home and met his family. II. Directions: Encircle the letter of the best answer. - What was Maria most worried about? - Traveling with Labang - Being accepted by Leon's family - Crossing the Waig River - Meeting Baldo - How did the family show their acceptance of Maria? - By ignoring her - By welcoming her warmly - By sending her back to Manila - By asking her many questions - What does the resolution show?	map and transitional devices, emphasizing how they help connect events logically. - Instruct learners to write a summary paragraph in their own words. Provide the example starter to guide them: <i>"First, the narrator waited for Leon and Maria's arrival. Next, they rode the cart home..."</i> - After writing, learners may share their summaries with a partner or the class for peer feedback. - Use the rubric below to assess the summaries. Learners can also self-assess or peer-assess using the same rubric. [LAS Week 3 Session 4 - Activity 5: Writing the Story Summary]
--	---	--	--	---





	meanings using context and word structure knowledge. <u>Do:</u> 1. After Activity 4a, explain that learners will now focus on the bold vocabulary words by breaking them down into their parts. 2. Provide or project the table with columns: - o Word, Prefix, Root, Suffix, and Meaning (Match A–E). 3. Ask learners to: - o Identify the prefix and suffix (if present) - o Find the root word - o Match the complete word to the correct meaning from the provided word bank (A–E) 4. You may model the first item with the class (e.g., <i>observant</i> = <i>observe</i> + <i>ant</i> = <i>watching closely</i>). 5. Check answers together or use it as a self-check activity.	Tomorrow, she would meet her new classmates for the first time; she wasn't sure if they would like her 2. S: rain poured heavily on the tin roofs; small fishing village; waves crashed against the shore C: He needed to sail in the morning, but the storm showed no signs of stopping 3. S: grand library; tall shelves filled with old books; smell of paper and ink filled the air C: She wanted to borrow a rare book for her project, but another student had just taken the last copy 4. S: park was quiet; sound of leaves rustling in the cool wind; Children's laughter could be heard in the distance C: Carlo sat alone on a bench, watching his friends play basketball without him after their argument 5. S: Bright lanterns hung across the streets; scent of roasted corn and fresh flowers C: Maya wanted to enjoy the night, but she kept thinking about the letter she needed to deliver to her strict uncle	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: a. Joyful and accepting b. Sad and lonely c. Violent and tragic d. Unfinished and confusing Key answers: 1.) 2 2.) 1 3.) 3 4.) 4 5.) b 6.) b 7.) b 8.) b 9.) b 10.) a	
--	--	---	---	--





			[LAS Week 3 Session 3 - Let's Practice]	
--	--	--	---	--

REFERENCES:
<https://teacherkarizza.wordpress.com/wp-content/uploads/2015/10/how-my-brother-leon-brought-home-a-wife.pdf>





ARAL-Reading Plus	KEY STAGE	☐ 2 ☒ 3	Intervention Week	4
Reading Subskill Weekly Cluster: • Making inferences • Making predictions • Drawing conclusions • Identifying the theme				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	• Identify clues in the text that reveal characters' feelings or motives. • Infer meaning using context clues and prior knowledge.	• Predict what will happen next in the story.	• Draw conclusions about the character in a story based on thoughts and actions.	• Identify the message of the story by analyzing the plot and the character's actions. • Provide textual evidence to support the theme of the story.
Materials (Specify the LAS section and page as necessary)	LAS Week 4 Session 1	LAS Week 4 Session 2	LAS Week 4 Session 3	LAS Week 4 Session 4





B Bridge Curiosity (insert time allotment)	- Ask the following questions: <i>Have you ever seen someone post a happy photo, or maybe a random quotation, on Instagram or Facebook—and you suddenly had a feeling that person wasn't actually feeling, okay?</i> - Ask them the clues, online or in real life, that they use to figure out the feelings of their peers. - Then, transition to the lesson on getting to know Mathilde Loisel in the story “<i>The Necklace</i>.” - Encourage the learners to look for clues to understand the character better.	- Ask the learners: <i>Imagine being invited to a fancy party. Your friend does not have anything appropriate to wear. What do you think she would do?</i> - Allow a few learners to share their answers. - Explain that today's character faces a similar situation. Tell them that as they read, they should try to predict what she might do next based on the clues in the story.	- Play a mini game called “Chain Reaction!” Instructions: - Ask learners to write down a small mistake a character (or person) might make (e.g., forgetting to return something, lying about a grade). - In pairs or small groups, let them take turns adding to the scenario: <i>What happens next? And then what?</i> - Each turn must be built logically on the last to show how a small mistake could cause bigger problems. - Debrief as a class: <i>What did you notice about how consequences build up?</i>	- Ask the class the following questions: <i>Have you ever watched a show like Pinoy Big Brother and thought, ‘This show is really about how people change under pressure’?</i> <i>Why do you think stories are made—just to entertain or to teach something?</i> <i>What message or lesson stayed with you after watching the latest reality show, movie, or series you have finished?</i>
---	---	---	---	---





R Revisit Prior Knowledge	- Let the learners recall the main elements of a story (character, setting, conflict, resolution). - Explain to the learners that understanding the key story elements helps them make good guesses about the character's feelings and motives. - Lead into reading the excerpt that follows.	Ask the learners the following question to help them recall the character introduced and the beginning of the story: <i>At the beginning of the story, why is Mme. Loisel unhappy with her life?</i>	- Ask learners to recall the previous lessons on making inferences and predictions. - What does it mean to make an inference? What clues helped you understand the characters' thoughts or feelings? - What does it mean to make a prediction? What clues helped you guess what might happen next? - Use their responses to help them see how drawing a conclusion builds on these skills.	Ask learners: <i>What did Mme. Loisel and her husband do after losing the necklace? What was their life like?</i>
I Immerse in Reading	Let the learners read aloud in class. <i>She was one of those pretty and charming girls who are sometimes, as if by a mistake, of destiny, born in a family of clerks. She had</i>	Tell the learners that Mme. Loisel and her husband were invited to a ball. Then, have the class read the excerpt and predict what will happen next after every pause (alternatively, each part may be shown	Let the learners read the excerpt below to find out what happened after losing the necklace. <i>In a fashionable shop near the Palais Royal, they found a diamond necklace that they</i>	Let the learners read the excerpt below to find out how the story ended. <i>Then one Sunday when she was strolling along the Champs-Élysées to forget the week's chores for a</i>





	no dowry, no expectations, no means of being known, understood, loved, and wedded by any rich and distinguished man; and she let herself be married to a little clerk at the Ministry of Public Instruction. She dressed plainly because she could not dress well, but she was as unhappy as though she had really fallen from her proper station, since with women there is neither caste nor rank; and beauty, grace, and charm act instead of family and birth. Let the learners point out details that show Madame Loisel's feelings about her life and social status.	to the whole class, and each group will have its turn to predict what will happen next). The day of the ball drew near, and Mme. Loisel seemed sad, uneasy, anxious. Her dress was ready, however. Her husband said to her one evening: "What is the matter? Come, you've been so queer these last three days," And she answered: "It annoys me not to have a single jewel, not a single stone, nothing to put on. I shall look distressed. I should almost rather not go at all. (Pause. Ask: What do you think will happen next? Do you think she will not go at all?) He resumed: "You might wear natural flowers. It's very stylish at this time of	decided was exactly like the other. 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, 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, by the prospect of physical privation and moral	while, she suddenly caught sight of a woman taking a child for a walk. It was Madame Forestier, still young, still beautiful, still charming... "Oh! Oh, my poor Mathilde, how you've changed!" "Yes, I've been through some pretty hard times since I last saw you, and I've had plenty of trouble—and all because of you!" "Because of me? What do you mean?" "You remember the diamond necklace you lent me to wear to the party at the Ministry?" "Yes. What about it?" "Well, I lost it." "What are you talking about? You returned it to me." "What I gave back to you was another one just like it. And it took us ten years
--	---	---	--	---





		year. For ten francs you can get two or three magnificent roses. (Pause. Ask: Do you think Mme. Loisel is convinced? "No; there's nothing more humiliating than to look poor among other women who are rich." But her husband cried: "Go look up your friend Mme. Forestier." (Pause. Ask: Who do you think Mme. Forestier might be, and what possible role could she play in the unfolding events of the story? What clues from the text support your prediction? Go look up your friend Mme. Forestier and ask her to lend you some jewels...The next day she went to her friend and told of her distress. Mme. Forestier went to a	suffering, 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 for 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, washed shirts and dishcloths, which she hung on a line to dry; she took the garbage down to the	to pay for it. You can imagine it wasn't easy for us, since we were quite poor. . . . Anyway, I'm glad it's over and done with." Madame Forestier stopped short. "You say you bought a diamond necklace to replace that other one?" "Yes. You didn't even notice then? They really were exactly alike." And she smiled, full of proud, simple joy. Madame Forestier, profoundly moved, took Mathilde's hands in her own. "Oh, my poor, poor Mathilde! Mine was false. It was worth five hundred francs at the most!"
--	--	---	---	---





wardrobe with a glass door, took out a large jewel box, brought it back, opened it, and said to Mme. Loisel: "Choose, my dear." She saw first of all some bracelets, then a pearl necklace, then a Venetian cross, gold, and precious stones of admirable workmanship. She tried on the ornaments before the glass, hesitated, could not make up her mind to part with them, to give them back. She kept asking: "Haven't you anymore?" "Why yes. Look. I don't know what you like." All of a sudden, she discovered, in a black satin box, a superb necklace of diamonds; and her heart began to beat with an immoderate desire. Her hands trembled as she took it. She fastened it

street every morning, and carried water upstairs, stopping at every floor to get her breath...

And it went on like that for ten years.





		around her throat, outside her high-necked dress, and remained lost in ecstasy at her sight. (Pause. Tell the class: Imagine Mme. Loisel trying on piece after piece of her wealthy friend's jewelry. What can you tell about her personality? (Note: Other questions may be asked to practice both the skills of making inferences and making predictions.) Continue narrating to the class: Mme. Loisel eventually borrowed the diamond necklace. At the ball, Mme. Loisel was the center of attention—beautiful, joyful, and admired by all. But when the evening ended... "I have—I have—I've lost Mme. Forestier's necklace." He stood up, distracted. "What! —how? —Impossible!" And they looked in the folds of her dress, in the folds		
--	--	---	--	--





		of her cloak, in her pockets, everywhere. They did not find it. (Pause. Ask: What do you think Mme. Loisel would do?)		
D Discuss Meaning and Ideas	Use the following guide questions to process the excerpt and to enable the learners to make inferences. - What words or phrases tell us that Mme. Loisel is unhappy? - What kind of life do you think she imagines herself? What makes you say so? - What does “fallen from her proper station” mean? Why do you think she feels as if she has “fallen from her proper station”?	Ask the following questions to further let the class make predictions: - Will Mme. Loise tell the truth to Mme. Forestier? - How might this change her life?	Ask the class the following questions: - After working for ten years to pay off the debt, do you think Mme. Loisel regrets her choices? Why or why not? What clues from the story help you decide? - Based on Mme. Loisel's actions, do you think she has changed after losing the necklace? Why or why not? - What conclusions can you draw about Mme. Loisel's personality based on her actions and choices from the beginning of the story to the end?	[See LAS Week 4 Session 4 – Activity 1: Discovering the Story's Message] - What lessons do we learn from Madame Loisel's experience? - What message does the story give about being honest or living within your means? - If you could sum up the message of the story in one sentence, what would it be? Key Answer Guide (for teacher's discussion): - We learn that vanity and discontentment can lead to unnecessary suffering. - The story warns that dishonesty and pretending to be what





				you are not may result in hardship. 3. One possible theme statement: <i>"True happiness comes from contentment and honesty, not wealth or appearances."</i>
G Grow Vocabulary and Fluency	Activity: Tracing the Necklace Through Words [See LAS Week 4 Session 1] Activity 1 Part A: Context Clues – Fill in the Blank - Briefly remind students of the story <i>The Necklace</i> (or do this before reading if used as pre-reading). - Tell them they will work with eight important words that reveal much about Mathilde's life, feelings, and choices. - Write the word bank on the board: dowry, exquisite, elegant, poverty, envy, debt, vanity, despair.	Activity 1: Words that Shape the Ending [See LAS Week 4 Session 2] Vocabulary - Write the four target words on the board. - Ask students to match each word with its correct meaning (Part A). - Briefly discuss and clarify meanings. Predicting with Words - Distribute the worksheet or write prompts on the board. - Instruct students to complete each sentence by filling in the	- Distribute the LAS Week 4 Session 3 - Activity 1: Say it Simpler! To the learners. - Have them accomplished the LAS in small groups. - Group work: Instruct learners to form groups of four members. Let them choose three (3) from the vocabulary words below. Let them rewrite the sentence from the excerpt using simpler and more common words. - Francs - Promissory notes - Exorbitant - Usurers - Compromised - Misery	Activity 2 – Unlocking the Message through Words [See LAS Week 4 Session 4 – Activity 2: Unlocking the Message through Words] Learners will connect key vocabulary to the story <i>The Necklace</i> and use them to uncover its message or theme. Do: - Provide the Learner Activity Sheet with the matching task and reflection questions. - For Part A, instruct learners to carefully read the vocabulary words and their definitions. They will match each word to its





	Part A: Context Clues – Fill in the Blank - Distribute the worksheet or project the sentences with blanks. - Instruct the learners to: - Read each sentence carefully. - Use context clues to select the correct word from the word bank. - Write the word in the blank. - Emphasize: <i>They must not guess randomly; they should rely on clues from the sentence and the story.</i> Activity 1 Part B: Inference - After filling in the blanks, guide the learners in extending their answers: - Ask: “What does this word tell you about Mathilde’s character or situation?” - Encourage short written responses or oral sharing in pairs/groups.	correct word and making a logical prediction about what might happen in the story (Part B). - Remind them to base their predictions on the context of <i>The Necklace</i>. Create Your Own - Ask students to choose one vocabulary word and write their own original prediction sentence (Part C). - Call volunteers to share their sentences with the class. Debrief - Facilitate a discussion on how these words (<i>distress, magnificent, humiliating, immoderate</i>) connect to Mathilde’s experiences and the story’s outcome. - Highlight that vocabulary can provide strong clues for making inferences and predictions.	- Poverty-stricken - Fortitude - Loathsome Activity 2: Drawing Conclusion through Vocabulary Context Teacher’s Instructions: Ask learners to read each sentence carefully. Draw their attention to the highlighted vocabulary words and remind them that they should use both the meaning of the word and the context of the story <i>The Necklace</i> to make the best conclusion. Then, have them choose the correct answer from the options provided. After answering, guide them in the Extension Task, where they reflect more deeply on one word and connect it to the story’s overall outcome. Answer Key:	correct meaning by drawing a line. - For Part B, guide learners in reflecting on the questions. Encourage them to justify their answers using examples or situations from the story. - After completion, facilitate a class discussion where learners share how these words deepen the message of the story. Answer Key – Part A (Word Meaning): - Vanity → d. Excessive pride in looks or possessions - Sacrifice → a. Choosing to give up something valuable for the sake of others - Poverty → e. The state of being very poor - Honesty → b. Telling the truth; being sincere
--	---	--	--	---





	- Sample guidance: - Word: <i>poverty</i> → Inference: She feels like she does not have a lot of money.		b – The necklace gave her a sense of beauty and pride. b – She was extremely troubled and anxious. a – She felt embarrassed and degraded by the hard work. b – Her longing for riches was excessive and unreasonable. b – He showed great courage and endurance. ✓ Extension Task: Encourage learners to pick one word (magnificent, distress, humiliating, immoderate, or fortitude). ✓ Instruct them to write one conclusion about how that word reflects Mathilde's or Loisel's fate. Example (for teacher reference):	- Contentment → c. Being satisfied with what you have Guide Answers – Part B (Reflection Questions): <i>Vanity</i> best describes Mathilde's downfall because her pride and desire for luxury led to her suffering. <i>Sacrifice</i> reflects Loisel's character since he gave up his savings and endured hardship for Mathilde, showing love and devotion. <i>Contentment</i> points to the lesson in real life, reminding us to appreciate what we have instead of yearning for more.
--	--	--	---	--





			“The word distress reflects Mathilde’s sleepless nights and mental suffering after losing the necklace, which eventually led to years of hardship.”	
E Evaluate Understanding	[See LAS Week 4 Session 1 Activity 2] - Instruct them to read each question carefully and choose the best answer. - Remind them that answers should be based on the story’s events, characters, and social context. - Allow 15–20 minutes to complete. - After checking, discuss correct answers with explanations to reinforce skills in inference and prediction. Answer Key: - b - a	- Distribute the Learner Activity Sheet (LAS) Week 4 Session 2 Activity 2 – Predicting Outcomes to the students. - Instruct the students to read each item carefully and choose the letter of the best answer. - Remind them that each question asks them to predict the most logical outcome based on the events and characters in the story <i>The Necklace</i>. - Tell them to write only the letter of their chosen answer on the space provided. Answer Key with Discussion b. She will long for things beyond her reach.	Activity 3: Drawing Conclusions Using Textual Evidence [See LAS Week 4 Session 3 – Activity 3: Drawing Conclusions Using Textual Evidence] Tell the learners to carefully read each passage from <i>The Necklace</i>. Guide them to focus on clues from the text to draw reasonable conclusions about the characters and events. Remind them that their answers must be supported by textual evidence. Answer Key:	Activity 3: Journal Writing – Learning from Choices [See LAS Week 4 Session 4 – Activity 3: Journal Writing – Learning from Choices] Tell learners they will reflect on the consequences of choices by connecting Madame Loisel’s experiences in <i>The Necklace</i> to their own lives. Do: - Distribute the Learner Activity Sheet with the journal writing prompt. - Read the directions aloud to ensure learners understand the task. - Remind students that their journal should be at least





	3. b 4. a 5. b	- o Mathilde's constant discontent shows her desire for wealth and luxury, which leads her to make risky decisions. 2. a. She will impress everyone but risk facing consequences later. - o Borrowing the necklace allowed her to shine at the ball, but it also created the central problem of the story. 3. b. She will desire more parties and luxury. - o Being admired at the ball fuels Mathilde's longing for a richer life instead of being content with her reality. 4. b. She will panic and try to replace it secretly. - o Losing the necklace causes panic, and instead of confessing, Mathilde and her husband decide to replace it.	1. b – She disliked her modest life and longed for wealth. 2. a – She valued appearances more than opportunities. 3. a – She was proud and thrilled by admiration. 4. b – He was devoted and willing to sacrifice for her happiness. 5. a – Her vanity led to years of unnecessary suffering.	one paragraph (5–7 sentences) and should show both an understanding of Madame Loisel's situation and their personal reflections. 4. Encourage honesty, thoughtfulness, and connection to the lesson or theme of the story. 5. Provide the example starter: <i>"If I were Madame Loisel, I would have..."</i> to guide students in beginning their responses. 6. Allow sufficient time for learners to write. If needed, remind them to review their work for clarity and correctness before submission. Assessment Rubric (10 points): • Connection to the story (0–3 pts): Mentions Madame Loisel and shows understanding of her situation.
--	-------------------------------------	--	---	--





		5. b. They will fall into debt and years of hardship. ○ The decision to replace the necklace leads to a decade of suffering and poverty. 6. b. She will regret her vanity and pride. ○ After ten years of hardship, Mathilde has lost her youth and beauty—all because of her vanity. 7. b. She will fall into deeper despair and bitterness. ○ Learning the necklace was worthless makes all her suffering meaningless, leaving her broken and resentful. 8. b. They may suffer consequences and regret. ○ The story suggests that valuing appearances too		• Personal Reflection (0–3 pts): Shares own thoughts/experiences and explains them. • Clarity (0–2 pts): Ideas are clear and organized. • Grammar & Spelling (0–2 pts): Writing is easy to read with few errors. Total: ____ / 10 points
--	--	---	--	---





		much can lead to downfall and lasting regret. 9. b. She would discover the necklace was worthless and avoid misery. ○ If Mathilde had been honest from the start, the truth would have spared her and her husband for years of suffering. 10. a. She will accept her fate and live bitterly. ○ After years of wasted hardship, Mathilde is unlikely to regain hope or happiness easily; bitterness is the most likely outcome.		
--	--	---	--	--





ARAL-Reading Plus	KEY STAGE	☐ 2 ☒ 3	Intervention Week	5
Reading Subskill Weekly Cluster: - Identifying author's / speaker's point of view - Identifying author's purpose - Identifying text types - Making generalizations				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	- Identify the author's or speaker's point of view in a text - Distinguish between first-person, second-person, third person, and omniscient points of view - Explain how the author's or speaker's point of view shapes the message	- Identify the author's purpose in a text - Identify the type of text (informational, narrative, procedural, persuasive, etc.)	- Make valid generalizations based on a text - Identify supporting details to check if a generalization is true	- Identify the features of a news report as a text type - Generalize based on information from a news report
Materials <i>(Specify the LAS section and page as necessary)</i>	- LAS Week 5 Session 1 – <i>Let's Read and Explore</i> and <i>Let's Practice!</i> - Printed copies of the text "My Birthday Disaster" - Colored flashcards (Red, Blue, Green, Yellow) - Index cards	- LAS Week 5 Session 2 – <i>Let's Read and Explore</i>, <i>Let's Practice!</i> - Sticky notes - Printed copies of reading selections - Colored paper (for group posting) - Index cards	- LAS Week 5 Session 3 – <i>Let's Read and Explore</i>, <i>Let's Practice!</i> - Sticky notes - Printed reading texts - Index cards	- LAS Week 5 Session 4 – <i>Let's Read and Explore</i>, <i>Let's Practice!</i> - Printed copies of the reading selection: "Bataan Public School Gets Power Boost, Internet Connectivity" - Colored markers (red and blue, one per group)





				Index cards
B Bridge Curiosity (5 Minutes)	Feelings Check-In and Thought Starter - Greet the class with a warm “Good morning!” Say: “Let’s begin with a quick self-check. If you’re feeling ready to learn today, show me a thumbs up. If you’re feeling tired or unsure, thumbs down—it’s okay, we’re here to help each other.” - Write on the board: “The Big Question” Say: “Think of a time when you strongly agree or disagree with someone. How did your opinion affect what you said or did?” - Ask learners to pair up and share their answers. After a minute: Say: “Authors and speakers are just like us. They share stories and information based on	Feelings Check-In: #Hashtag Mood - Greet the class cheerfully. Say: “Let’s start the day with a hashtag! If today had a hashtag to describe how you feel, what would it be? Write it on your sticky note and post it in your notebook.” - Allow 1 minute of writing. Ask a few volunteers to share. - Write on the board: “The Big Question” [LAS Week 5 Session 2 Activity 1] Say: “Have you ever written something to tell a story, explain how to do something, or convince someone to agree with you? What did you write—and why did you write it?” - Give them 30 seconds to share with a partner.	Feelings Check-In: Emoji Mood - Begin by warmly greeting the class. Say: “Today, let’s draw how we feel—not with words, but with an emoji! On your sticky note, sketch your emoticon for the day—happy, sleepy, curious, excited—and post it on your notebook.” - Give 1 minute for this. - Write on the board: “The Big Question” [LAS Week 5 Session 3 Activity 1] Say: “Have you ever said something like, ‘All students love Fridays’ or ‘Most kids are excited for recessing snacks?’ That’s what we call a generalization—a big idea we say based on what we observe, feel, or read.”	Feelings Check-In: Thumbs Up, Thumbs Down - Welcome the learners. Say: “Let’s begin our day with a quick self-check. If you’re feeling good and ready, show a thumbs up. If you’re not quite there yet, thumbs down. Either way, we’re all in this together!” - Write on the board: “The Big Question” [LAS Week 5 Session 4 Activity 1] Say: “Have you ever read a news story before? What was it about?” “Do you think news stories are just about one person, or can they teach us something bigger about many people?” - Let 2–3 learners share.





	what they feel, believe, or think. That's called point of view—and that's what we're going to learn about today."	• Say: "Just like you, authors write for different reasons. Today, we'll learn how to figure out why an author writes a text and what kind of text it is."	• Say: "Today, we'll learn how to make smart generalizations and check if they're actually true or just guesses."	• Say: "Today, we're going to look at news reports—a special kind of text—and learn how to spot what makes them different from stories or instructions. We'll also look for the bigger messages or generalizations that help us understand the world better."
R Revisit Prior Knowledge (10 Minutes)	Game: "Who Said It That Way?" [See LAS Week 5 Session 1 Activity 2] • Distribute four colored flashcards to each learner: ○ Red = 1st Person ○ Blue = 2nd Person ○ Green = 3rd Person ○ Yellow = Omniscient • Say: "I'll read each sentence aloud. Show the flashcard that matches the point of	Game: Author's Purpose Charades • Ask a few volunteers or pairs to act out these short scenarios while the class guesses the author's purpose: 1. Explaining how to cook rice (Inform) 2. Telling a funny story about a pet (Entertain) 3. Convincing a parent to buy a phone (Persuade) • Say: "Let's figure out the author's purpose behind	Game: True or Too General? [LAS Week 5 Session 3 Activity 2] • Prepare 4–5 short statements. Ask learners to show: 👍 Thumbs-Up = True and supported 👎 Thumbs-Down = Too general or unsupported Say each sentence aloud: 1. Dogs bark loudly. 👍 2. All teens love TikTok. 🗳️ 3. Earth is elliptical and not round. 👍 4. Everyone in the world loves pizza. 🗳️	Activity: True or False – Generalization Check [LAS Week 5 Session 4 Activity 2] Say: "I'll read each sentence. Decide if it's a generalization (based on a big idea) or not. Show me: • 👍 = Generalization • 👎 = Not a generalization" Read aloud: 1. All students need good tools to learn well. 👍 2. One school got new computers yesterday. 👎





	view of the speaker or writer. Ready?" 1. I cannot believe we won the contest! 2. You should try harder next time. 3. The meeting is at 3:00 PM. 4. She thinks we should review the lesson again. 5. Everyone knew what Maria was thinking, but nobody understood why she felt that way. • Discuss: Briefly ask volunteers why they chose that POV. Highlight keywords like <i>I, you, she, everyone</i>, and what these clues tell us about perspective.	each scene. Was it to inform, persuade, or entertain?" • Quick Review (write on the board): 1. To Inform – gives facts or information 2. To Persuade – tries to convince or influence 3. To Entertain – tells a story or stirs emotions • Let learners give their own examples after the review.	5. Some teens enjoy using TikTok to share videos. 📱 Say: "Some statements are facts. Others are generalizations—and some go too far! Good generalizations have clues or evidence that support them."	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. 🗣️ Say: "Generalizations are big ideas we make based on what we observe or read. Today, we'll practice finding generalizations inside real news reports!"
--	---	--	--	---





Immerse in Reading (15 Minutes)	● Say: “Now let’s read a story called ‘My Birthday Disaster.’ As we read, look for clues that tell you who is telling the story and how they feel about their experience.” ● Distribute the printed text or display it on the screen. ● Use echo reading for the first paragraph (teacher reads a line; learners repeat). Then do choral reading in pairs for the next paragraphs. [LAS: Week 5, Session 1 – Activity 3]	Reading Texts: 1. How to Choose the Right SHS Track? 2. The Evolution of the Philippines ● Distribute printed texts or displays on the board. ● Say: “Let’s read two short texts together. As we read, ask yourself: Why did the author write this? And what type of text is it?” ● First, read one text aloud. Then let students read the other one in pairs. [LAS: Week 5, Session 2 Activity 2: Let’s Read and Explore!] ● Afterward, ask quick comprehension questions to check understanding.	Reading Texts: 1. How to Choose the Right SHS Track? 2. The Evolution of the Philippines ● Distribute printed texts or display them. ● Say: “Let’s read two short texts again. While reading, think: What big ideas or generalizations can we make from these texts? And how do we know they’re valid?” ● Have learners read the first text aloud in pairs, then the second silently. Ask them to highlight or underline helpful supporting details. [LAS: Week 5, Session 3 Activity 3: Let’s Read and Explore!]	Activity: Read, Race, and Report Text: “Bataan Public School Gets Power Boost, Internet Connectivity” ● Display the text on the board and distribute printed copies. ● Say: “Let’s read this real news story together. As you read, pay attention to what makes it sound like a news report—and what big ideas you can learn from it.” ● Silent reading for 2 minutes ● Divide class into 2 teams: ○ Team Red – Find news report features (headline, date, source, location, etc.) ○ Team Blue – Find big messages or lessons
---	--	--	---	--





				(generalizations from the events) Give each team a colored marker. After 5 minutes, each group posted their findings on the board. [LAS: Week 5, Session 4 Activity 3: Let's Read and Explore!]
D Discuss Meaning and Ideas (5 Minutes)	- Ask these questions to guide the discussion: - What happened during the author's 8th birthday party? - What is the author's opinion about their 8th birthday party experience? - What words or phrases show the author's point of view? (Focus on statements using "I" or showing emotion.) - What type of text is this – a recount or fictional story? What	Say: "In your pairs, discuss and answer the questions in your LAS Week 5 Session 2 – Activity 3: Group Discussion. Write your group's answers on colored paper, then post them on the board for our idea wall." Questions to display or write on the board: - What is the author's purpose? - What type of text is this? - How do you know? - What clues helped you decide?	Game: Generalization Bingo [LAS Week 5 Session 3 Activity 4] - Divide the class into 4 groups. Prepare a Generalization Bingo Grid (a simple 3×3 grid with common generalization statements from the text). Say: "Ask your classmates: Do you think this statement is a real fact or a generalization? If they say it's a generalization, and	Say: "Let's dig deeper into what this news report is really telling us. In your groups, talk about these questions. Be ready to share one answer with the class." - Write or project the questions: - Why did the Aboitiz Foundation choose to help schools like Biaan Aeta Integrated School? - How did they make sure the solar panels would keep





	clues helped you decide? 5. Do you agree with the author that this was a fun party? Why or why not? As learners answer, underline opinion words and personal expressions on the board for visibility.	Once posted, read a few aloud and affirm correct reasoning.	<i>they're right, ask them to sign that square."</i> First group to get a straight-line win! After the game, ask: <i>"Can we find a detail in the text that supports any of these generalizations?"</i>	working after installation? 3. What does this story teach us about how communities can support schools? 4. Based on the story, what can we say about students in remote areas and their need for technology? Facilitate a few group shares and highlight answers that show good generalizations.
G Grow Vocabulary and Fluency (10 Minutes)	Game: "Tone Tag!" [LAS Week 5 Session 1 Activity 4] - Read each sentence aloud with an expression. Learners guess the point of view by raising the matching flashcard. - I went to the beach last summer and had a wonderful time.	Mini-Game 1: "Time or Steps?" - Provide short text snippets on slips of paper. Say: "Sort the texts into two piles: One shows time order (chronological), and one gives steps to follow (procedural)."	Mini-Lesson: Signal Words for Generalizations - Write on the board: All, Most, Many, Some, Generally, Often, In general Say: "These are called signal words. They help us spot generalizations in texts."	Activity: News Report Word Hunt [LAS Week 5 Session 4 Activity 4] Say: "News reports use words and phrases that help them sound clear and factual. Let's look for those now." - In pairs, find these in the article and discuss their meaning and role: - By Joann Villanueva





	- You should always wear your seatbelt when driving. - Maria walked to school while thinking about her upcoming test. - Everyone in the classroom knew that Jake was nervous, but only his best friend understood why he felt scared. - We visited our grandparents during the holiday break. Say: "What kind of text do you think each sentence came from—was it a recount, a narrative, or something else?" - Let students discuss in groups, then share.	- Give examples: - We woke up, packed our bags, and rode the bus to the province. → Time Order - First, wash the rice. Next, add water. Then, cook it for 20 minutes. → Procedural Mini-Game 2: "Why Did They Write It?" - Prepare several short texts/passages. Say: "Now, read these short passages and decide: Was the author trying to inform, persuade, or entertain? Sort them into three piles." - Give them color labels (e.g., Yellow = Inform, Blue = Persuade, Green = Entertain). Ask them to explain one example from each pile.	Mini-Practice: Fix the Generalization - Read these examples aloud and ask learners to revise them into more accurate generalizations. - All animals are cute. → "Many people find animals cute, especially dogs and cats." - Everyone loves playing online games. → "Some students enjoy playing online games in their free time." - Let learners create their own generalization and discuss it with a partner.	- MANILA - In a statement Friday - Formally accepted - Aims to aid - More than 2,500 learners - Far-flung areas - Illuminate pathways and unlock opportunities Say: "What do these words tell you about the text? How do they help you know it's a news report?" - Let a few pairs share their answers.
--	--	--	---	---





E Evaluate Understanding (10 Minutes)	Exit Slip: Before We Say Goodbye [LAS Week 5 Session 1 Activity 5] - Distribute index cards. Say: “On your card, answer this: - What are the different points of view an author or speaker can use? - How do these points of view affect the way we understand a story?” - Collect the cards before dismissal. Wrap-Up Statement: Say: “Remember, authors and speakers have different points of view, just like we do. When we understand their perspective, we become better readers—more thoughtful, more curious,	- Distribute a short paragraph (3–4 sentences) on index cards or write on the board. Say: “Let’s do a quick check before we end. Read the paragraph, then answer these three questions on your index card:” - What is the author’s purpose? - What is the text type? - What clue from the text helped you decide? - Collect the responses. Wrap-Up Statement Say: “When you know why the author wrote something; you understand it better. Was it to make you laugh? To help you learn? To change your mind?	- Distribute short paragraphs (e.g., a text about students joining school clubs or study habits). Say: “On your index card, answer these: - What is one generalization you can make from the paragraph? - What is one supporting detail? - Is your generalization valid? Why or why not?” - Collect the cards before dismissal. Wrap-Up Statement Say: “Making generalizations helps us understand the big picture in texts. But to be good readers, we need to check the clues and make sure those	- Distribute a short paragraph or news snippet (3–5 sentences). [LAS Week 5 Session 4 Activity 5] Say: “On your index card, answer these: - What type of text is this? (Is it a news report or something else?) - Write one generalization based on the text.” - Collect the cards and provide feedback as needed. Wrap-Up Statement Say: “Good readers don’t just read—they think. Who is speaking? Why was the text written? What kind of text is this? And what big idea can I take away? That’s what helps us understand the
--	--	---	--	---





	and more understanding."	Great readers always ask: What's the purpose? and What kind of text is this? "	generalizations are based on facts , not just guesses!"	world better, one story at a time."
--	--------------------------	--	--	-------------------------------------





ARAL-Reading Plus	KEY STAGE	☐ 2 ☒ 3	Intervention Week	6
Reading Subskill Weekly Cluster: - Using context to confirm word meaning and self-correct errors during reading, including rereading when necessary - Identifying cause and effect of events - Predicting possible ending - Drawing conclusion				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	- Identify signal words that indicate cause-and-effect relationships in a sentence and in simple visual texts. - Recognize the cause and effect of events using textual and contextual clues.	- Predict possible outcomes based on given scenarios - Identify the cause and effect in everyday and text-based situations - Write an experience-based cause-and-effect scenario using signal words	- Predict the possible ending of a scenario using visual and contextual clues - Justify predictions based on cause-and-effect relationships and observations	- Identify the effect or result in a cause-and-effect relationship - Write the effect of a given scenario using context clues and logical reasoning
Materials (Specify the LAS section and page as necessary)	- LAS Week 6 Session 1 2 sets of dominoes - Word Hunt activity sheet (prepared by the teacher) - Cause-and-effect diagram - Comic strips from LAS Week 6 Session 1 - Activity 1	- LAS Week 6 Session 2 - Set of cause cards and effect cards for "Mix and Match" - Scenario picture cards for "What If?" game - Jumbled words from LAS Week 6 Session 2, Activity 1 - Matching activity sheet with Columns A and B	- LAS Week 6 Session 3 - Video clip: Daily weather forecast - Video clip: Global Warming - Picture cards: - Diploma - Report card with high grades - Tree with fruit - Gold medal - Flooded area	- LAS Week 6 Session 4 - Video clip: The story of Henry Sy (short biography or feature) - Movie clips: - Titanic - Avengers: Age of Ultron - NBA game highlight - Tennis match highlight





			• PowerPoint or printed materials for "Math Isip" pattern activity • Scenario slips for "Survival Prediction" game	◦ Weather news report by Kuya Kim or Mang Tani • Scenario cards (mixed causes and effects) • Matching activity (Column A and B)
B Bridge Curiosity 5-7 minutes	Domino Tower Challenge Say: Today, we'll start with a fun challenge. I'll give each group a set of dominoes, and your goal is to build the tallest tower you can in 3 minutes. Ready? Instructions: • Group learners into two teams. • Let them choose which domino set they prefer. • Give them 3 minutes to build the highest possible tower. When the time ends: • Ask: What happened to your tower? Was it strong and tall—or did it fall? Why do you think that happened?	Word Clap Challenge Say: Good morning! Today, I'll show you three new words that might sound tricky at first—but we'll figure them out together as we go through our activities. Instructions: • Write three unfamiliar words from today's lesson on the board (e.g., <i>predict</i>, <i>outcome</i>, <i>consequence</i>) • As you use each word in a sentence during your discussion, ask: Each time you hear one of these words, clap once! After each word is used:	Activity: What's the Forecast? Say: Does anyone here check the weather forecast before leaving home? If not, no worries—let's check it out together! Instructions: 1. Show a short video clip of the current weather forecast. 2. Ask learners to step outside for 1 minute to observe the actual weather. Ask: Based on the forecast and what you saw, what do you think the weather will be like later today? What signs helped you make that guess?	Activity: Predicting Success – The Henry Sy Story Say: Today, I want you to watch a short video about a man who started with almost nothing but became one of the richest people in the Philippines—Mr. Henry Sy. Instructions: • Show a short clip or story feature about Henry Sy • Ask learners: ◦ "What did you notice about his life before he became rich?" ◦ "What do you think were the reasons why he became successful?"





	Say: That's the cause and effect! The cause is what you did—the effect is what happened next. Today, we'll learn about signal words that help us see cause-and-effect relationships in reading and writing.	Say: Now rate how well you understand the word—clap from 1 to 10, with 1 if you're confused, and 10 if you already know what it means!	Say: Today, we'll practice making predictions just like this—looking at clues and thinking about what's likely to happen next!	Say: Just like any story, success has a cause—and an effect. Let's explore more examples today.
R Revisit Prior Knowledge 5-7 minutes	Quick Word Hunt Say: Let's remember two important words: Cause means the reason something happens. The effect is the result of that action. Say: Now, let's go on a quick Word Hunt! Look around your LAS or our posters and try to find these signal words for cause and effect. Raise your hand when you spot one! Target Words: - because - since - so - therefore	Game: Mix & Match – Cause and Effect Say: Let's remember: A cause is why something happens. The effect is what happens as a result. Let's see if you can connect with them. Instructions: - Prepare two sets of cards: one with causes, one with effects - Distribute cards randomly and let learners find their match - After matching, they read their pair aloud:	Activity: Global Warming, Global Warming! Say: We've learned about prediction before. Prediction is a smart guess about what will happen next. Sometimes, writers also give us foreshadowing—a clue about the future. Instructions: - Show a short, animated video clip about Global Warming. - Ask learners to observe the cause-and-effect events in the video.	Activity: Cause or Effect? Say: Let's review what we know. The cause is why something happens. An effect is what happens as a result. I'll read a sentence—tell me if it's a cause or an effect. Ready? Present these orally: - Using too much phone may result to... - Sarah is healthy because... - Since every citizen voted for Marcos... Let learners respond and justify their answers.





	• due to Let learners call them out or mark them in a handout/poster. Say: These words are called signal words. They help readers understand how one thing leads to another.	"Because I forgot to set my alarm, I was late to school." Say: Great job! Matching helps us recognize how one thing leads to another.	Ask: What do you think will happen next if the pollution continues? What signs helped you predict that ending?	Say: You're getting better at this! Now let's read and write more cause-and-effect relationships.
Immerse in Reading 15-20 minutes	Cause and Effect Picture Sequence Say: Let's look at a sequence of pictures that shows how one event causes another. You'll use a cause-and-effect diagram to organize your ideas. Instructions: • Present 4–5 images (from teacher or LAS) that show a sequence of events. • Learners work in pairs to arrange the images in order. • Ask: "Which picture shows the cause? Which ones show the effects?"	Activity: What If? – Picture Scenario Game Say: This time, we'll look at different situations and think: What might happen next? That's called making predictions. Instructions: • Show a picture of a scenario (e.g., dark clouds in the sky, spilled water near a backpack) • Ask: <i>What if this happened? What do you think will happen next?</i> • Let learners choose from 3 picture options and explain their reasoning	Activity: Prediction Detectives Say: Today, you're going to be reading detective stories! I will show you a set of clues—images of events. You'll have to look closely and predict what might happen next. Instructions: • Show or distribute pictures one at a time: ◦ A diploma ◦ A report card with high grades ◦ A tree full of fruit ◦ A gold medal ◦ A flooded community	Reading: Ripple Effect Say: Let's read a story called <i>Ripple Effect</i>. This story shows how one small decision can lead to big consequences. Instructions: 1. Read the text aloud as a class (tutor first, followed by choral reading). 2. Discuss the story using the following questions: ◦ Who are the characters in the story? (<i>Mina and Eya</i>) ◦ Where did the story happen? (<i>In school</i>) ◦ If you were Mina, what would you do





	Say: Now explain: Why do you think that happened? What clues helped you decide? Learners draw arrows on their diagram and write one cause-effect pair.	Say: Remember: Your prediction should be based on clues from the picture—and what you already know!	Ask: What do these images tell you about what might happen next? Why do you think that's the ending? Learners write or say their predictions using cause-effect clues.	differently to avoid the problem? Say: Good readers think ahead—they ask: If I do this, what might happen?
D Discuss Meaning and Ideas 8-10 minutes	Scenario Brainstorm Say: I'll show you a situation on the board. Let's brainstorm all the possible effects that could happen because of it! Display: "A student forgot to charge their tablet before class." Ask: What could happen next? Use a brainstorming map. Then switch strategies: Say: Now let's work backward. I'll give you an effect—can you think of what might have caused it?	Activity: Jumbled Word Discovery [Refer to LAS Week 6 Session 2 - Activity 1] Say: Now let's unlock some key words by solving a jumbled letter challenge! Instructions: - Learners work in pairs to unjumble words - Each word includes a definition or clue - After solving, they read the word and its meaning aloud with a partner Sample jumbled words: - tseulr → result - esuaebc → because	Activity: Math Isip – Pattern Prediction Say: Let's warm up our predicting skills with some pattern puzzles! Instructions: - Present a series of number or shape patterns (e.g., 2, 4, 6, __ or $\triangle \triangle \blacksquare \blacksquare \triangle \triangle \underline{\hspace{1cm}}$). - Ask: "What comes next? Why do you think so?" Say: Predicting is not just for stories. It's a skill we use in science, math, and everyday life.	Activity: Predict the Ending – Movie Flashback Tour Say: Let's go on a short movie tour! I'll show you parts of different videos, and you'll try to predict what will happen next based on what you see. Show clips from: - Titanic - Avengers: Age of Ultron - NBA highlight (e.g., 4th quarter tie game) - Tennis match highlight (match point) - Weather report (upcoming typhoon or heatwave)





	Effect: "The student missed an online quiz." Say: Cause-and-effects help us become better thinkers and readers!	cifepat → specific Say: These words help us write better cause-and-effect sentences!		Ask: What do you think will happen next? What clues helped you make that guess?
G Grow Vocabulary and Fluency 10 minutes	Comic Strip Cause and Effect [Use LAS Week 6 Session 1, Activity 1] Say: Now, let's look at a comic strip. Each panel shows something happening—can you find the cause and the effect on each one? Instructions: - Read each panel together. - Learners underline the cause and circle the effect in each panel using colored pens. Say: These help us practice spotting relationships between events—and the signal words that connect them!	Matching: Prediction Practice [Use LAS Week 6 Session 2 - Activity 2: Matching Activity Sheet – Column A and B] Say: Let's match the situations in Column A with what you think will happen in Column B. Remember to base your prediction on what makes the most sense. Instructions: - Learners read a situation (Column A), then choose the most likely prediction (Column B) - Write the matched pair on the space provided below the table Say: You're learning how to predict and explain	Activity: Survival Circle – What's Your Next Move? Say: Now let's make predictions for a survival game. I'll give you a situation, and you'll predict the best next action! Instructions: - Learners form a circle. - Draw scenario slips randomly and reads them aloud. Examples: - You're stranded on an island with one bottle of water... - A volcano nearby begins rumbling... - A hungry lion appears in front of you...	Activity: Match the Outcome Say: You'll now match each scenario in Column A with the correct effect or result in Column B. Let's see how strong your prediction and reasoning skills are! Instructions: - Distribute or show matching activity - Learners write answers in their notebook or activity sheet COLUMN A - The student forgot to review last night. - He was driving without a helmet on the road. - Eric saved his money for Christmas. - Mica forgot to water her plant daily. - Angelo exercises regularly. COLUMN B - He got into an accident. - Angelo seldomly go to the hospital - He failed during the examination day. - Eric was able to buy his favorite bicycle. - The plant died a few days ago. Answer Key - C - A





		outcomes—just like good readers do!	Ask: What would you do next? Why is that the best choice? Encourage reasoning and creativity.	3. D 4. E 5. B Say: Excellent! Matching helps us see how events are connected in real life and in texts.
E Evaluate Understanding 5-7 minutes	Signal Word Finder Say: Let's see how well you understand cause-and-effect signal words. Instructions: - Learners read short sentences from LAS Week 6 Session 1 – Activity 2 - Identify and write the signal word used in each sentence on the activity sheet Say: Great work! You now know how to find signal words and understand what they tell us about how one thing causes another. Wrap-Up Statement:	Writing Task: Cause-and-Effect from My Life Say: Let's end up thinking about your own experience. Can you remember a time when something happened—then something else followed because of it? Instructions: - Learners write one personal cause-and-effect situation in the space provided in the activity sheet (LAS Week 6 Session 2 Activity 3) - They shade an icon (happy, okay, sad) to show how they felt about the experience Example:	Activity: Predict the Ending (Written Task) [Refer to LAS Week 6 Session 3 – Let's Reflect!] Say: Let's see how well you can predict based on clues. I'll give you a sentence—and you'll write what happens next. Instructions: Learners write the possible ending of each of the following: - Rico studied hard last night for the exam, therefore _____ - Taking care of one's body may result in _____ - Many trees were cut down before the _____	Activity: Let's Reflect – What Happened Next? [Refer to LAS Week 6 Session 4 – Let's Reflect!] Say: It's time to reflect on what we've learned. I'll give you five scenarios. Your job is to write about the most likely effect for each. Instructions: Learners write the effect or result for each cause: - Mika slept late last night, therefore _____ - Throwing garbage in the river may result in _____ - Driving fast on the street may cause _____





	Say: Signal words like because, so, and therefore help us connect ideas. They show us how one thing leads to another—just like in our domino towers!	Cause: I studied every night. Effect: I got a high score on the test. Wrap-Up Statement: Say: Every day, things happen for a reason—and something follows after. Today, you used clues to predict outcomes, make cause-and-effect connections, and even share your own experience. Great readers and writers understand how one event can lead to another!	typhoon. As a consequence, _____ 4. Riding a bike without a helmet may result in _____ 5. Taking vitamins every day will help you become _____ Remind learners to use signal words and logical thinking. Wrap-Up Statement: Say: "Today, you used clues from videos, images, and real-life situations to predict what could happen next. Great readers don't just wait for the ending—they use logic and evidence to figure it out before it comes!"	4. Eating too much may result in _____ 5. Gin got promoted because _____ Answer Key: 1. She could not go to school early. 2. Flood and water pollution 3. A vehicular accident 4. Stomach pain or discomfort 5. He gave his best and did his job well. Wrap-Up Statement: Say: When we read or hear about an event, we can always ask: What happened next? or why did that happen? Today, you practiced writing the effect or result of an action—and that's a skill good readers and thinkers use every day.
--	---	--	---	--





ARAL-Reading Plus	KEY STAGE	☐ 2 ☒ 3	Intervention Week	7
Reading Subskill Weekly Cluster: - Distinguishing Fact from Opinion - Identifying Propaganda Techniques - Making summaries - Noting information through outlining (topic, main idea, details)				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	- Identify statements of fact and opinion in a text - Recognize how the author's point of view influences the use of facts and opinions in writing - Justify the classification of a statement as a fact or opinion using signal words and context clues	- Define propaganda and identify its most common techniques in media texts. - Analyze how propaganda techniques reflect the author's or speaker's purpose. - Evaluate how propaganda is used to influence opinions, emotions, and actions.	- Identify the topic, main idea, and supporting details in a nonfiction text. - Organize information into a structured outline using a guided template. - Use outlines to recall key ideas and make generalizations about what they read.	- Organize extracted information into a clear and structured outline format. - Use outlines to summarize, understand, and recall key ideas from a reading selection. - Recognize how outlining supports generalization of information from factual texts.
Materials (Specify the LAS section and page as necessary.)	- LAS Week 7 Session 1 - Sentence strips with mixed fact/opinion statements - Venn Diagram / Concept Map - Short passage: "Should School Start Later?"	- LAS Week 7 Session 2 - Sample political or commercial poster - Word web chart - Sample article/dialogue with embedded propaganda	- LAS Week 7 Session 3 - Picture prompt (e.g., busy market, flood, tree-planting, space launch) - Short nonfiction passage - Outline template: - Topic - Main Idea	- LAS Week 7 Session 4 - Picture prompt: Busy Street or market scene - Short nonfiction reading passage: <i>Climate Change</i> - Outline template: - Topic





	- Printed or projected Fact vs. Opinion Anchor Chart - Signal Word Sort worksheet - Sentence Writing Sheet - Evaluation checklist or rubric	- Propaganda Techniques Anchor Chart - Matching Handouts (definitions + examples) - Worksheet for group and individual tasks - Rubric/checklist for final reflection/quiz	- Detail 1 - Detail 2 - Detail 3 - Vocabulary worksheet - Rubric or checklist for assessing outline quality	- Main Idea - Detail 1 - Detail 2 - Detail 3 - Worksheets for outline writing and vocabulary activity - Rubric or checklist for evaluation
B Bridge Curiosity (10 minutes)	Game: Two Truths and an Opinion [LAS Week 7 Session 1 - Activity 1: "Two Truths and Opinion" Game] Say: Good morning! Let's start with a quick challenge. I'll read three statements—two of them are facts, and one is an opinion. Your job is to spot your opinion and explain why. After the game: Ask: How do we know if something is a fact or just someone's opinion?	Ad Grab – What Do You Feel? [LAS Week 7 Session 2 – Activity 1] Say: Good day, everyone! Are you ready for another Aral session? Let's begin with something quick and eye-catching. Instructions: - Show a short video ad or a strong visual/ political poster. - Ask: "What is this ad trying to make you feel?"	Picture Prompt & Prediction Say: "Hello everyone! Can I see your smile today? I have a question for you—just by looking at this picture, can you guess what today's reading might be about?" Instructions: - Show a high-quality photo (e.g., a rainforest, traffic during a hot day, flooded street, or community clean-up). - Ask learners: "What do you think is happening here?" "What do you already know	Picture Prompt + Prediction [LAS Week 7 Session 4 - Activity 1 – Picture Prompt + Prediction] Say: Hello everyone! Can I see your smile today? I have a photo for you—take a good look. What do you think is happening in this scene? Instructions: - Show a picture of a busy market, street, or environmental scene. - Ask: "What do you see?"





	Can someone's opinion show us how they feel or what they believe? Connect this to point of view: "The author's point of view shows what they believe, feel, or want us to think—and they often use opinions to express this!"	○ "What is it trying to make you do or believe?" Say: Ads and posters don't just give facts—they use tools to persuade you. Today, we're going to find out what those tools are and how to spot them!	about this situation?" 3. Write their responses on the board. Say: If we were to read an article about this photo, how could we organize all the important information? Today, we'll use an outline to help us keep track of what matters most in a text.	○ "What do you think this photo is about?" 3. Write their responses as a brainstorm list. Say: If we were to read an article about this, how could we organize the information so it's easier to understand and remember? Today, we'll learn how to use outlines to do just that.
R Revisit Prior Knowledge (5 minutes)	Concept Map: Fact vs. Opinion [LAS Week 7 Session 1 - Activity 2: Concept Map] Display a Venn Diagram or T-chart. Ask: What do you already know about facts? What makes an opinion? Let learners share key words or features and post notes	Word Web – What Comes to Mind? [LAS Week 7 Session 2 – Activity 2: Quick Brainstorm] Say: When you hear the word propaganda, what comes to mind? Instructions: - Create a word web on the board or chart paper. - Invite learners to share their associations: war	Main Idea vs. Topic Sorting Say: Let's refresh our minds. What's the difference between a topic and a main idea? Instructions: Distribute short statement cards. Some are topics (e.g., "Rainforest Destruction"), others are main ideas (e.g., "Rainforest destruction")	Topic vs. Main Idea Sorting [LAS Week 7 Session 4 - Activity 2 – Main Idea Sorting] Say: I'll give you short phrases. Some are topics, others are main ideas. Work with a partner to sort them out. Instructions: Distribute a mixed set of short statements.





	or write them on the diagram.	posters, viral trends, emotional ads, and political slogans. Say: Good! Those are examples of how media is used to influence us—and sometimes manipulate us.	causes climate problems"). Learners sort them into two columns. Say: Remember, the topic is the subject. The main idea is what the author is saying about that topic.	- Topic: "Climate Change" - Main Idea: "Climate change increases the risk of extreme weather events." - Learners sort and explain. Ask: What's the difference between a topic and a main idea? Emphasize that main ideas say something about the topic and need supporting details.
Immerse in Reading (15 minutes)	Read-Aloud: "Should School Start Later?" [LAS Week 7 Session 1 Activity 3: Read a Short Text] Say: Now let's read a short article that shares someone's ideas about school start times. Your job is to find out what statements are facts and which ones are opinions—and how the	Spot the Propaganda in a Short Text [LAS Week 7 Session 2 – Activity 3: Read a Text with Embedded Propaganda] Say: Now, let's read a short article or dialogue that has some hidden persuasion techniques in it. Instructions:	Highlight Key Information Say: Let's read a short nonfiction text together. Your task is to find the topic, main idea, and supporting details. Instructions: Distribute the article (from LAS or a short teacher-selected passage on climate	Read and Highlight Key Parts [LAS Week 7 Session 4 - Activity 3 – Read and Highlight] Say: Let's now read a short nonfiction paragraph about climate change. As you read, use your pen to mark the important parts.





	author's point of view shows up in the text. Instructions: - Have learners underlined the facts in one color/line and box the opinions. - After reading, pair students up to compare. - Prompt them to find signal words like should, believe, it is best, etc.	- Distribute the article or reading passage with embedded propaganda lines. - Ask learners to underline parts that sound emotional or persuasive. - Discuss: - Who is the target audience? - What is the author's purpose? - Are facts being used, or mostly opinions? Say: Writers use propaganda when they want to convince you, not just inform you.	change or extreme heat). - As students read: Underline the topic once Highlight the main idea Underline the supporting details twice - The teacher models the first paragraph with a think-aloud. Say: These are the building blocks of your outline.	Instructions: - Distribute the text from LAS or a teacher-selected nonfiction paragraph. - Guide learners to: Box the topic Underline the main idea Encircle the supporting details Model the first paragraph with a think-aloud: "This sentence tells me what the whole paragraph is about—this must be the main idea." "These next few lines explain or support that idea—these are the details."
D Discuss Meaning and Ideas	Group Discussion: Point of View in the Text Ask: "What clues helped you decide if something was a fact or opinion?"	Group Decode – Meet the Techniques Say: Let's break down the techniques writers and speakers use when they want to influence how we think.	Build an Outline Together Say: Let's take what we read and put it into an outline. This will help us remember the key points. Instructions:	Build an Outline Together Say: Now that we've highlighted important parts of the text, let's create an outline to organize the ideas.





(10 minutes)

- “What is the author’s point of view in the text?”
- “Is the author trying to inform, persuade, or just share ideas?”

Use the **Fact vs. Opinion Anchor Chart** and guide learners to understand how the writer uses facts to support their **opinion** and viewpoint.

FACT	OPINION
Can be proven true or false	Cannot be proven, it’s what someone thinks or feels
Based on evidence, numbers, or observation	Based on beliefs, preferences, or personal judgment
Everyone can agree on it if given proof	People may disagree — and that’s okay!
Found in encyclopedias, news	Found in editorials, ads, reviews,

Present the Propaganda Techniques Anchor Chart, including:

Technique	Definition	Example
Bandwagon	Encourages joining because “everyone is doing it”	“Join thousands who support...”
Testimonial	Uses a celebrity or trusted figure	“Celebrity X says...”
Glittering Generalities	Uses vague but appealing phrases	“A brighter future for all!”
Emotional Appeal	Triggers emotions like pride, guilt, or fear	“If you care, act now!”
Name-Calling	Insults the opponent	“Only lazy people ignore this!”
Plain Folks	Pretends to be just like the audience	“I’m a student too...”
Repetition	Repeats ideas or slogans	“Vote smart. Vote smart.”
Card Stacking	Shows only positives, hides negatives	“Saves trees!” (ignores costs)

- On the board or screen, display an outline format:

Topic:

Main Idea:

Detail 1:

Detail 2:

Detail 3:

Example (from reading):

Topic: Extreme Heat in the Philippines

Main Idea: Many areas are facing dangerous temperatures due to climate change.

- Students struggle to concentrate during class.
- Some schools suspend face-to-face classes.
- Experts warn that heat waves will worsen.

Instructions:

- Use a whiteboard or chart to model this structure:

Topic: Climate Change in the Philippines

A. Main Idea: Climate change is causing serious heat problems in many areas.

- Some schools are suspending classes due to heatwaves.
- Students have trouble concentrating because of the heat.
- Experts predict more heatwaves unless carbon emissions are reduced.

Discuss:

- “Why does each detail belong under this main idea?”





	<table><tr><td>reports, and scientific studies</td><td>or personal writing</td></tr><tr><td>"The Earth orbits the sun."</td><td>"The Earth is the most beautiful planet."</td></tr><tr><td>"Plastic takes hundreds of years to break down."</td><td>"We should stop using plastic altogether."</td></tr></table>	reports, and scientific studies	or personal writing	"The Earth orbits the sun."	"The Earth is the most beautiful planet."	"Plastic takes hundreds of years to break down."	"We should stop using plastic altogether."	<table><tr><td>Symbols</td><td>Uses images or colors to stir emotion</td><td>Flag, green leaf, sun, fists, etc.</td></tr></table> Instructions: • Distribute examples/statements. • Let learners match each example to the technique used. • Ask: "Why do you think the writer/speaker used this technique?"	Symbols	Uses images or colors to stir emotion	Flag, green leaf, sun, fists, etc.	Discuss: • "Why did we include these details?" • "How does this outline help us summarize or generalize the text?"	• "How does this outline help you understand the reading better?"
reports, and scientific studies	or personal writing												
"The Earth orbits the sun."	"The Earth is the most beautiful planet."												
"Plastic takes hundreds of years to break down."	"We should stop using plastic altogether."												
Symbols	Uses images or colors to stir emotion	Flag, green leaf, sun, fists, etc.											
G Grow Vocabulary and Fluency (10 minutes)	Signal Word Sort & Sentence Making [LAS Week 7 Session 1 Activity 4: Signal Word Sort + Sentence Making] Instructions: • Provide learners with a list of mixed signal words. • Ask them to sort into "Fact Signal Words" (e.g., <i>according to, in 1999</i>) and "Opinion Signal Words" (e.g., <i>I think, I believe, should, probably</i>).	Propaganda Vocabulary Match and Practice [LAS Week 7 Session 2 – Activity 5: Propaganda Techniques Vocabulary Match] Say: <i>Let's see how well you know these terms—and practice using them!</i> Instructions: 1. Match each technique with its correct definition and example. 2. Ask learners to write one original sentence or	Vocabulary in Context + Mini-Outlines Say: <i>Let's build our vocabulary while reviewing what we learned.</i> Instructions: 1. Learners pick 3–5 new or unfamiliar words from the text. 2. Create short mini-outlines using each word in context. Example: Word: Emissions Mini-Outline:	Vocabulary in Context + Mini-Outlines Say: <i>Let's grow our vocabulary from today's reading.</i> Instructions: 1. Ask learners to select 3–5 new or important words from the reading (e.g., emissions, heatwave, suspended, warning, drought). 2. Create a mini-outline using one new word per sentence.									





	- Then, ask each learner to write two sentences: - A fact using a signal word - An opinion using a signal word Have learners share one sentence aloud for fluency.	slogan using a propaganda technique of their choice. 3. Have learners read their sentences aloud using an appropriate tone and delivery (to show persuasion). Optional Challenge: Use their sentence in a short “radio ad” voice.	Topic: Greenhouse gas emissions Main Idea: Emissions cause climate change Detail: Burning fossil fuels increases CO₂ Pair-Share Prompt: Tell your partner what you learned using your mini-outline.	Topic: Heatwaves Main Idea: Heatwaves affect learning Detail 1: Students struggle to focus during extreme heat. Detail 2: Classes were suspended last week in Region V. Pair-share: Ask the learners to read their outline to a partner and explain how the vocabulary word fits their sentence.” [LAS Week 7 Session 4 - Activity 4 – Vocabulary in Context]
E Evaluate Understanding (10 minutes)	Mini Quiz: Fact or Opinion? [LAS Week 7 Session 1 Activity 5: Mini Quiz or Sorting Activity] Instructions: - Distribute a worksheet with 6–8 mixed statements - Learners will:	Quick Quiz + Reflection Paragraph [LAS Week 7 Session 2 – Activity 6: Quiz and Reflection Task] Say: Let’s wrap up with a short quiz and reflection. This will show how well you can recognize and respond to propaganda.	Independent Outline Writing Say: Now, it’s your turn. I’ll give you a new short passage, and you’ll write your own outline. Instructions: - Distribute a second nonfiction paragraph (or LAS passage). - Learners complete:	Independent Outline Writing Say: Now it’s your turn to build an outline on your own. Instructions: Provide a new short nonfiction text (from LAS Week 7 Session 4 – Activity 5).





	1. Label each as fact or opinion 2. Underline the signal word 3. Justify one of their answers in 1–2 sentences Use a simple rubric (e.g., correct label, signal word, explanation) for assessment. Wrap-Up Prompt Say: <i>Today, we didn't just learn how to spot facts and opinions—we also learned how a writer's or speaker's point of view shapes the way they present their ideas. The more we notice that, the better we understand what they're trying to say.</i>	Instructions: Part A – Quiz: • Match or identify 5–6 sample lines with the correct propaganda technique. • Choose one and explain how it influences behavior. Part B – Reflection: • Write a short paragraph: “Why is it important to recognize propaganda?” Use a rubric/checklist to assess correct identification, reasoning, and depth of reflection. Wrap-Up Statement Say: <i>Propaganda is everywhere—in ads, online, in speeches, and even in news. The better we understand these techniques, the smarter and</i>	○ Topic ○ Main Idea ○ 3 Supporting Details • Use a rubric or checklist to check: ○ Correct structure ○ Relevant and concise points ○ Logical organization Wrap-Up Statement Say: <i>Today, you learned how to break information into an outline. This helps us see the big picture and remember key details—especially in nonfiction texts. Good readers and writers always look for structure and meaning!</i>	• Ask learners to complete an outline using the template: Topic: _____ Main Idea: _____ Detail 1: _____ Detail 2: _____ Detail 3: _____ Assessment: Use a rubric/checklist to assess: • Accurate identification of topic and main idea • Logical supporting details • Clear organization Wrap-Up Statement Say: <i>Outlining helps us focus on the most important parts of a text. It also makes it easier to study, review, and explain what we've learned. When you know</i>
--	---	---	---	---





		<i>more careful we become as readers, viewers, and citizens.</i>		<i>how to outline, you're not just copying—you're understanding.</i>
--	--	---	--	---





ARAL-Reading Plus	KEY STAGE	☐ 2 ☒ 3	Intervention Week	8
Reading Subskill Weekly Cluster: - Identifying Text Types - Drawing Conclusions (spiral review)				

TUTORIAL PROCEDURES				
	SESSION ONE	SESSION TWO	SESSION THREE	SESSION FOUR
Objectives	- Gain insights on the various types of texts. - Recognize the purpose of different types of texts. - Determine the type of text as an aid to comprehension (Narrative and informational).	- Distinguish the difference between different types of texts. - Identify markers/clues of different types of texts. - Determine the type of text as an aid to comprehension (Procedural and persuasive).	- Determine ways to draw conclusions. - Discover how the skill in drawing conclusion aids in better reading comprehension. - Draw conclusions from the given texts.	- Apply the steps in drawing conclusions using new texts or media. - Strengthen their skill in drawing conclusions. - Read with expression and reasoning and explain their conclusions clearly.
Materials <i>(Specify the LAS section and page as necessary)</i>	Learner Activity Sheet (LAS)	Learner Activity Sheet (LAS)	Learner Activity Sheet (LAS)	Learner Activity Sheet (LAS)





B Bridge Curiosity (5 minutes)	Task: Guess the Text [LAS Week 8 Session 1 – Activity 1: Guess the Text] • The tutor provides: 4–6 realistic and simple text samples printed and posted around the room or placed in envelopes: ○ A short story (narrative) ○ A recipe (procedural) ○ A poster or ad (persuasive) ○ A weather report or fact sheet (informational) • The tutor asks the learners to match the text that they picked with clue cards with short hints or purposes, such as: 1. “This text wants to convince you to buy something.”	Task: Reading Detectives [LAS Week 8 Session 2 – Activity 1: Reading Detectives] • The tutor says: <i>“Your first mission is to figure out what kind of information you’re reading — are you being told how to do something or being convinced to do it?”</i> • The tutor gives several texts. Allow learners to identify whether the text is telling someone how to do something or convincing them to do something. • The tutor introduces the two types of texts: Procedural and Persuasive. ○ “How to Create a Simple Digital Poster Using Canva” ○ “Why Every Student Should Learn Basic Graphic Design”	Task: What might happen next? [LAS Week 8 Session 3 – Activity 1: What Might Happen Next?] • Present pictures of certain incidents/scenarios to learners. • The tutor says: <i>“Determine possible outcomes of the event/scenario presented through the picture.”</i> • The tutor explains that the process is drawing conclusions, which is similar to when one is reading texts. • The tutor says: <i>What you just did is called drawing conclusions. It means using clues or information to figure something out, just like we do when we read a</i>	Task 1: Emoji Clues [LAS Week 8 Session 4 – Activity 1: Emoji Clues] • The tutor shows students 3–5 emoji sequences. • The tutor asks: 1. <i>What do you think is going on in this sequence?”</i> 2. <i>“What clues helped you decide?”</i> 3. <i>“What conclusion can you make?”</i> Possible learners' responses: Question: “What do you think is going on in this sequence?” → I think someone is learning how to express kindness or friendship. It looks like one person is helping or talking kindly to another person who may be feeling left out or sad. Question: “What clues helped you decide?”
--	---	--	---	--





	2. "This text tells a story with a beginning, middle, and end." 3. "This text gives you steps to follow." 4. "This text gives you facts about a topic." Expected answers: 1. "This text wants to convince you to buy something." → Persuasive text 2. "This text tells a story with a beginning, middle, and end." → Narrative text 3. "This text gives you steps to follow." → Procedural text 4. "This text gives you facts about a topic." → Informational text • After the task, the teacher asks the following questions.		<i>text and try to understand what's not directly said.</i>	→ The characters are shown talking or interacting in a caring way. Their faces and body language suggest one is being friendly or comforting, and the rounded speech bubbles might show kind or gentle words. The tutor says: <i>"What you just did connects to making meaning from symbols—just like we do when we read. In reading, we look at letters and words to understand a message. In the same way, we use pictures, actions, and clues to figure out what's happening in a scene or a story."</i>
--	--	--	--	--





	• Learners regroup and share their answers. Questions: 1. "Which text was easiest to figure out?" 2. "Which one was tricky?" 3. "Why do you think we read different types of texts?" Possible learners' answers: 1. "Which text was easiest to figure out?" → The informational text because it just gave facts. → The narrative text because it had a story I could follow. 2. "Which one was tricky?" → The persuasive text—it was hard to tell if it was trying to convince me. → The procedural text because I wasn't sure what steps to do first.			
--	---	--	--	--





	3. “Why do you think we read different types of texts?” → Because each type teaches us something different. → So we can learn, follow directions, or enjoy stories. → Different texts help us understand the world in different ways.																																				
R Revisit Prior Knowledge (5 minutes)	Task: Let’s Match [LAS Week 8 Session 1 – Activity 2: Let’s Match] The tutor asks learners to match the text type with its purpose and clues: <table><tr><th>Text Type</th><th>Purpose</th><th>Clues</th></tr><tr><td>Narrative</td><td>Give facts/info</td><td>Data, definitions, real topics</td></tr><tr><td>Procedural</td><td>Convince or sell</td><td>Opinions, emotional words, offers</td></tr><tr><td>Informational</td><td>Give steps/instructions</td><td>Commands, order words (first, next)</td></tr><tr><td>Persuasive</td><td>Tell a story</td><td>Characters, events, sequence</td></tr></table>	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	Task: Clue Catchers [LAS Week 8 Session 2 – Activity 2: Clue Catchers] The tutor asks the learners to complete the table with the purpose and clues for the given text types. <table><tr><th>Text Type</th><th>Purpose</th><th>Clues</th></tr><tr><td>Procedural</td><td></td><td></td></tr><tr><td>Persuasive</td><td></td><td></td></tr></table> Expected answers: <table><tr><th>Text Type</th><th>Purpose</th><th>Clues</th></tr><tr><td>Procedural</td><td>Give steps or instructions</td><td>Command verbs (e.g., mix, cut, follow), order words like first, next, finally</td></tr><tr><td>Persuasive</td><td>Convince or influence others</td><td>Opinion words, emotional language, calls to action, reasons or benefits</td></tr></table>	Text Type	Purpose	Clues	Procedural			Persuasive			Text Type	Purpose	Clues	Procedural	Give steps or instructions	Command verbs (e.g., mix, cut, follow), order words like first, next, finally	Persuasive	Convince or influence others	Opinion words, emotional language, calls to action, reasons or benefits	Task: Recall [LAS Week 8 Session 3 – Activity 2: What is Happening?] Ask the learners to read a passage. Then, they will answer several questions. Possible learners' responses: 1. “What do you think is happening?” → I think the children are hiding and waiting to surprise someone—maybe it's a surprise party or a game like hide-and-seek.	Task: Define and Decide [LAS Week 8 Session 4 – Activity 2: Define and Decide] - The tutor says: Complete the following sentences: “Drawing a conclusion means _____.” “To draw a conclusion, I need _____ and _____.” Possible responses: “Drawing a conclusion means _____”
	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																																			
Text Type	Purpose	Clues																																			
Procedural																																					
Persuasive																																					
Text Type	Purpose	Clues																																			
Procedural	Give steps or instructions	Command verbs (e.g., mix, cut, follow), order words like first, next, finally																																			
Persuasive	Convince or influence others	Opinion words, emotional language, calls to action, reasons or benefits																																			





	Correct Answer: <table><tr><th>Text Type</th><th>Purpose</th><th>Clues</th></tr><tr><td>Narrative</td><td>Tell a story</td><td>Characters, events, sequence</td></tr><tr><td>Procedural</td><td>Give steps/instructions</td><td>Commands, order words (first, next)</td></tr><tr><td>Informational</td><td>Give facts/info</td><td>Data, definitions, real topics</td></tr><tr><td>Persuasive</td><td>Convince or sell</td><td>Opinions, emotional words, offers</td></tr></table>	Text Type	Purpose	Clues	Narrative	Tell a story	Characters, events, sequence	Procedural	Give steps/instructions	Commands, order words (first, next)	Informational	Give facts/info	Data, definitions, real topics	Persuasive	Convince or sell	Opinions, emotional words, offers		2. "What clues helped you figure that out?" → The house was quiet, the lights were off, and the children were whispering and giggling. It sounds like they're trying not to be seen or heard. 3. "Did the person say it directly?" → No, the text didn't say it was a party or a game, but the clues helped me guess what was happening.	→ figuring out something that isn't directly said by using clues from the text." "To draw a conclusion, I need → clues from the text and what I already know (prior knowledge)."	
Text Type	Purpose	Clues																		
Narrative	Tell a story	Characters, events, sequence																		
Procedural	Give steps/instructions	Commands, order words (first, next)																		
Informational	Give facts/info	Data, definitions, real topics																		
Persuasive	Convince or sell	Opinions, emotional words, offers																		
Immerse in Reading (10 minutes)	Task: Read & Reveal [LAS Week 8 Session 1 – Activity 3: Read and Reveal] The tutor asks the learners to read the following passages: “Carlo’s Day at Home” (Narrative) “What Is Climate?” (Informational)	[LAS Week 8 Session 2 – Activity 3: Read and Reveal] The tutor asks the learners to read the following passages: - How to Write a Thank-You Note - Be Kind—It Makes a Difference	Task: Think It Through [LAS Week 8 Session 3 – Activity 3: Think It Through] - Provide several short passages/texts to learners for reading. - After reading the texts, let the learners fill in the table. <table><tr><th>Text</th><th>Clue</th><th>Prior Knowledge</th><th>Conclusion</th></tr><tr><td>1</td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td></tr></table>	Text	Clue	Prior Knowledge	Conclusion	1				2				3				Task: “What’s the Real Story?” [LAS Week 8 Session 4 – Activity 3: What is the Real Story?] The tutor says: Read the given passages carefully. Identify the clues in the text and connect them with your prior knowledge or experience. Then, use both to draw a logical
Text	Clue	Prior Knowledge	Conclusion																	
1																				
2																				
3																				





			Possible answers: <table><tr><th>Text</th><th>Clue</th><th>Prior Knowledge</th><th>Conclusion</th></tr><tr><td>1</td><td>Leo is tired, only 5 seconds left, coach says "One last play."</td><td>In sports, the final moments are intense and require focus and effort.</td><td>Leo is about to make an important final play in a basketball game.</td></tr><tr><td>2</td><td>Janelle avoids eye contact, looks sad, asks quietly to retake the test.</td><td>When students do poorly, they may feel embarrassed or disappointed.</td><td>Janelle is upset about her grade and wants to improve by trying again.</td></tr><tr><td>3</td><td>Marcus sits alone, looks around silently, Ana invites him,</td><td>Being left out can make someone feel lonely; kind gestures help others</td><td>Marcus felt left out, but Ana's kindness made him feel included and happy.</td></tr></table>	Text	Clue	Prior Knowledge	Conclusion	1	Leo is tired, only 5 seconds left, coach says "One last play."	In sports, the final moments are intense and require focus and effort.	Leo is about to make an important final play in a basketball game.	2	Janelle avoids eye contact, looks sad, asks quietly to retake the test.	When students do poorly, they may feel embarrassed or disappointed.	Janelle is upset about her grade and wants to improve by trying again.	3	Marcus sits alone, looks around silently, Ana invites him,	Being left out can make someone feel lonely; kind gestures help others	Marcus felt left out, but Ana's kindness made him feel included and happy.	conclusion about what's happening in the situation. Expected learners' answers: <table><tr><th>Clues</th><th>Prior Knowledge</th><th>Conclusion</th></tr><tr><td>Daryl fidgeted with his hands, nodded seriously during feedback, and rewrote his report during recess</td><td>Students often feel nervous after presenting; serious reactions and working during free time show effort and care</td><td>Daryl wants to improve his work and takes feedback seriously</td></tr></table> <table><tr><th>Clues</th><th>Prior Knowledge</th><th>Conclusion</th></tr><tr><td>Rina was sitting alone, poking her food, looking down; classmates were talking elsewhere; Ava sat with her and smiled kindly</td><td>When someone sits alone and looks down, they may feel sad or left out; kind people often reach out to others</td><td>Ava noticed Rina was feeling lonely and chose to show kindness by sitting with her</td></tr></table> <table><tr><th>Clues</th><th>Prior Knowledge</th><th>Conclusion</th></tr></table>	Clues	Prior Knowledge	Conclusion	Daryl fidgeted with his hands, nodded seriously during feedback, and rewrote his report during recess	Students often feel nervous after presenting; serious reactions and working during free time show effort and care	Daryl wants to improve his work and takes feedback seriously	Clues	Prior Knowledge	Conclusion	Rina was sitting alone, poking her food, looking down; classmates were talking elsewhere; Ava sat with her and smiled kindly	When someone sits alone and looks down, they may feel sad or left out; kind people often reach out to others	Ava noticed Rina was feeling lonely and chose to show kindness by sitting with her	Clues	Prior Knowledge	Conclusion
Text	Clue	Prior Knowledge	Conclusion																																
1	Leo is tired, only 5 seconds left, coach says "One last play."	In sports, the final moments are intense and require focus and effort.	Leo is about to make an important final play in a basketball game.																																
2	Janelle avoids eye contact, looks sad, asks quietly to retake the test.	When students do poorly, they may feel embarrassed or disappointed.	Janelle is upset about her grade and wants to improve by trying again.																																
3	Marcus sits alone, looks around silently, Ana invites him,	Being left out can make someone feel lonely; kind gestures help others	Marcus felt left out, but Ana's kindness made him feel included and happy.																																
Clues	Prior Knowledge	Conclusion																																	
Daryl fidgeted with his hands, nodded seriously during feedback, and rewrote his report during recess	Students often feel nervous after presenting; serious reactions and working during free time show effort and care	Daryl wants to improve his work and takes feedback seriously																																	
Clues	Prior Knowledge	Conclusion																																	
Rina was sitting alone, poking her food, looking down; classmates were talking elsewhere; Ava sat with her and smiled kindly	When someone sits alone and looks down, they may feel sad or left out; kind people often reach out to others	Ava noticed Rina was feeling lonely and chose to show kindness by sitting with her																																	
Clues	Prior Knowledge	Conclusion																																	





			<table><tr><td>and he smile s.</td><td>feel better.</td><td></td></tr></table>	and he smile s.	feel better.		<table><tr><td>Liam tapped his pencil, looked around, sighed, scratched his head, closed his eyes, and counted to five before continuing</td><td>People show signs of nervousness or stress during tests; counting to calm down is a strategy to relax</td><td>Liam was feeling anxious or stuck on his test but tried to calm himself down so he could keep going</td></tr></table>	Liam tapped his pencil, looked around, sighed, scratched his head, closed his eyes, and counted to five before continuing	People show signs of nervousness or stress during tests; counting to calm down is a strategy to relax	Liam was feeling anxious or stuck on his test but tried to calm himself down so he could keep going
and he smile s.	feel better.									
Liam tapped his pencil, looked around, sighed, scratched his head, closed his eyes, and counted to five before continuing	People show signs of nervousness or stress during tests; counting to calm down is a strategy to relax	Liam was feeling anxious or stuck on his test but tried to calm himself down so he could keep going								
D Discuss Meaning and Ideas (10 minutes)	After reading the passages, ask and discuss the following questions: 1. What is the purpose of this 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? Expected learners' answers:	After reading the passages, the following will be discussed/asked: 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? Possible answers: 1. How is the information in this text organized? → The text is organized in steps, showing the correct order of	Task: Crack the Code [LAS Week 8 Session 3 – Activity 4: Crack the Code?] The tutor asks/discusses: 1. What clues helped you <i>decide the text type</i>? 2. What can we <i>conclude from the story/information</i>? 3. What is the <i>author's purpose</i>? 4. How could one <i>effectively arrive at a good conclusion based on a given text</i>?	Task: Drawing Conclusions: In Reading and Real Life [LAS Week 8 Session 4 – Activity 4: Drawing Conclusions: In Reading and Real Life] • The tutor says: <i>Complete the organizer by identifying clues, using their prior knowledge, and drawing conclusions from both reading and real-life situations."</i> • The tutor discusses how drawing conclusions as a skill can aid in						





	“Carlo’s Day at Home” (Narrative) 1. What is the purpose of the text? → To tell a story about how Carlo helped his grandmother at home. 2. Is this text telling a story, giving information, giving instructions, or trying to convince me? → Telling a story. 3. What words or features help you figure out what kind of text this is? → It has a character (Carlo), events (helping in the garden, cooking soup), and a clear beginning, middle, and end. 4. Who do you think is the intended audience of this text? → Children or students learning about helping at home and showing love to family.	how to write a thank-you note—from starting the note to signing your name. 2. If the order of the steps were changed, would the text still make sense? Why or why not? → No, it would not make sense. The steps must be followed in order, so the note is clear and polite. For example, you can't sign the note before saying thank you. 3. What clues in the text helped you identify it as procedural rather than persuasive? → The text uses command words like “get,” “begin,” “clearly say,” and “sign.” It also uses order words like “first,” “then,” and “finally,” which are common in procedural texts. 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.	Possible answers: 1. What clues helped you decide the text type? → The texts include characters, actions, and emotions. They describe real-life situations with a clear beginning, middle, and end—these are clues that the text type is narrative. 2. What can we conclude from the story/information? → We can conclude that: Leo is under pressure to make a final play in a game. Janelle wants to do better after failing the test. Marcus felt left out but was comforted by a classmate's kindness. 3. What is the author's purpose? → To tell a story and help readers understand real-life situations and emotions	improving reading comprehension skills. <table><tr><td>What does drawing a conclusion mean?</td><td>How I Use This Skill When Reading</td><td>How I Use This Skill in Real Life (Think about school, home, or with friends)</td></tr><tr><td>Figuring out something that isn't directly said by using clues and what I already know</td><td>I look at the character's actions and feelings to understand what's really happening in the story</td><td>I notice how someone talks or acts to know if they're sad, upset, or need help, even if they don't say it</td></tr></table>	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)	Figuring out something that isn't directly said by using clues and what I already know	I look at the character's actions and feelings to understand what's really happening in the story	I notice how someone talks or acts to know if they're sad, upset, or need help, even if they don't say it
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)								
Figuring out something that isn't directly said by using clues and what I already know	I look at the character's actions and feelings to understand what's really happening in the story	I notice how someone talks or acts to know if they're sad, upset, or need help, even if they don't say it								





“What Is Climate?”

(Informational)

1. What is the purpose of the text?

→ To give information about what climate is and why it is important.

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

→ Giving information.

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

→ Words like “Climate is,” “for example,” “scientists understand,” and “helps us prepare” show that it is explaining facts.

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

→ Students or readers who want to learn about the climate and how it affects people's lives.

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?

Possible answers:

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

→ The author uses:

Positive outcomes (e.g., stronger friendships, more teamwork).

Emotional appeal (e.g., helping others feel safe and accepted).

2. What emotional words or phrases are used in the text?
→ “Feel safe and accepted,” “strong friendships,” “confident,” “included,” “create a better world.”

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

such as determination, honesty, disappointment, and kindness.

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

→ By looking for clues in the text (actions, words, feelings), using prior knowledge, and thinking about what those clues mean together, even if something is not directly stated.

Possible learners' answers:

Passage	Clue	Prior Knowledge	Conclusion
Example	Lights off, curtains closed, children lying still and giggling, door opening	People turn off lights and hide to surprise someone; kids whisper and giggle while waiting	A surprise party is about to happen
1	Leo is tired, short breaths, only 5 seconds left, coach shouts “One last play”	Basketball games have time limits; coaches give final instructions in	Leo is about to make a final move in an intense basketball game





		→ The structure would need to list steps or instructions (e.g., Step 1: Smile at someone. Step 2: Offer to help.). The language would shift from emotional and persuasive to command verbs and sequencing words like first, next, finally.	<table><tr><td></td><td></td><td>critical moments</td><td></td></tr><tr><td>2</td><td>Janelle stares at her test, slumped shoulders, asks to try again next week</td><td>Students ask for second chances when they fail; body language shows disappointment</td><td>Janelle failed her test and feels bad, but she wants to improve</td></tr><tr><td>3</td><td>Marcus sits alone, looks at his worksheet quietly, Ana invites him to join, he smiles</td><td>Kids who are left out may feel sad; kind invitations help others feel included</td><td>Marcus felt lonely but was happy when Ana invited him to join her group</td></tr></table>			critical moments		2	Janelle stares at her test, slumped shoulders, asks to try again next week	Students ask for second chances when they fail; body language shows disappointment	Janelle failed her test and feels bad, but she wants to improve	3	Marcus sits alone, looks at his worksheet quietly, Ana invites him to join, he smiles	Kids who are left out may feel sad; kind invitations help others feel included	Marcus felt lonely but was happy when Ana invited him to join her group				
		critical moments																	
2	Janelle stares at her test, slumped shoulders, asks to try again next week	Students ask for second chances when they fail; body language shows disappointment	Janelle failed her test and feels bad, but she wants to improve																
3	Marcus sits alone, looks at his worksheet quietly, Ana invites him to join, he smiles	Kids who are left out may feel sad; kind invitations help others feel included	Marcus felt lonely but was happy when Ana invited him to join her group																
G Grow Vocabulary and Fluency (10 minutes)	Task: Voice it Out! [LAS Week 8 Session 1 – Activity 4: Voice It Out!] - Ask the learners to read the following words aloud: - garden, fresh, picked, soup, proud - climate, weather, season, plant, build - After reading the words, the tutor says: - Use the actual passage provided.	Task: Read and Reveal [LAS Week 8 Session 2 – Activity 4: Read and Reveal] The tutor says: Complete a “Vocabulary Box” for each word taken from the text. <table><tr><th>Word</th><th>Meaning</th><th>Synonym</th></tr><tr><td>appreciation</td><td></td><td></td></tr><tr><td>relationship</td><td></td><td></td></tr><tr><td>gratitude</td><td></td><td></td></tr></table> Possible answers: <table><tr><th>Word</th><th>Meaning</th><th>Synonym</th></tr></table>	Word	Meaning	Synonym	appreciation			relationship			gratitude			Word	Meaning	Synonym	Task: Say It Like You Mean It! [LAS Week 8 Session 3 – Activity 5: Say It Like You Mean It!] - The tutor says: Read the following texts/passages with proper tone, expression, and pacing: - Anna rushed into the classroom, breathing hard. Her hair was messy, and her notebook was still in	Task: Drawing Conclusions: In Reading and Real Life [LAS Week 8 Session 4 – Activity 5: Drawing Conclusions: In Reading and Real Life] - The tutor says: Read the given passages with proper tone, expression, and pacing.” (Sample passages/texts) - Liza skipped down the hallway with a
Word	Meaning	Synonym																	
appreciation																			
relationship																			
gratitude																			
Word	Meaning	Synonym																	





2. Choose one sentence from the passage that includes the target word.
3. Read the sentence aloud—first slowly, then again with proper expression and pacing.

appreciation	a feeling of being thankful or grateful	thankfulness
relationship	a connection between people or things	connection
gratitude	the feeling of being thankful	thankfulness / appreciation

Word	Meaning	Synonym
bullying		
teamwork		
confident		

Possible answers:

Word	Meaning	Synonym
bullying	hurting or scaring someone on purpose repeatedly	harassment / intimidation
teamwork	working together to reach a common goal	cooperation / collaboration
confident	sure, of yourself and your abilities	self-assured / bold

Task: Echo Reading

her bag. She looked at the clock and sighed.

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

wide smile. She waved at every teacher she passed and hummed a happy tune

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





		[LAS Week 8 Session 2 – Activity 5: Echo Reading] - The tutor says: <i>Choose a specific sentence from the passages and read it orally.</i> - Focus on: - Clear command intonation for procedural text; and - Emphatic/persuasive tone for persuasive text."		
E Evaluate Understanding (5 minutes)	Task: Text Talk: Compare & Contrast [LAS Week 8 Session 1 – Activity 5: Text Talk: Compare & Contrast] - Compare the two types of texts. - The tutor asks: <i>How does a narrative text differ from an informational text?</i>	Task: Scaffold Writing [LAS Week 8 Session 2 – Activity 6: Scaffold Writing] The tutor says: <i>Write a simple passage based on the starters provided.</i> <i>Procedural starter: "First, you need to..."</i> <i>Persuasive starter: "I believe you should..." / "One reason is..."</i>	Task: Clue, Conclude, Connect! [LAS Week 8 Session 3 – Activity 6: Clue, Conclude, Connect!] The tutor says: <i>Draw conclusions from the given passages.</i> Possible answers: 1. Anna was late for class and came in a hurry, possibly feeling stressed or frustrated.	Task: My Story [LAS Week 8 Session 4 – Activity 6: My Story] Ask the learners to create their own "Clue Story" (a 2–3 sentence mini-story with hidden meaning). Possible learners' answers: 1. Ben stared at his cracked phone screen and sighed. His backpack had fallen hard on the floor earlier.





			2. Jason is feeling sad or upset about something, possibly losing his appetite and not wanting to talk. → He knew his parents wouldn't be happy about this. He wished he had zipped the pocket all the way. (Hidden meaning: Ben is feeling regretful and worried about the consequences.) 2. Liza walked past her friends, who suddenly stopped talking and looked away. → She felt her stomach drop. Were they talking about her again? (Hidden meaning: Liza suspects her friends are gossiping about her.) 3. The hallway was dark, the window was open, and the papers on the desk were scattered everywhere... → Tom's heart raced as he stepped inside—something didn't feel right. (Hidden meaning: Something unexpected or suspicious may have happened, like a break-in.)
--	--	--	---



