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Development and Validation of Instructional Resource Materials in Teaching Reading Comprehension to Grade III Pupils

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**DEVELOPMENT AND VALIDATION OF INSTRUCTIONAL
RESOURCE MATERIALS IN TEACHING READING COMPREHENSION
TO GRADE III PUPILS**

A Seminar Paper

Presented to

the College of Graduate Studies and Teacher Education Research
Philippine Normal University, Manila

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching
English Language Arts

GLENDLE LIBUIT LUNAR

OCTOBER 2013

APPROVAL SHEET

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ABSTRACT

TITLE: DEVELOPMENT AND VALIDATION OF
INSTRUCTIONAL RESOURCE MATERIALS IN
TEACHING READING COMPREHENSION TO GRADE III
PUPILS

RESEARCHER: GLENDLE LIBUIT LUNAR

DEGREE: MASTER OF ARTS IN TEACHING

SPECIALIZATION: ENGLISH LANGUAGE ARTS

KEY CONCEPTS: TEACHING STRATEGIES, READING COMPREHENSION,
INSTRUCTIONAL RESOURCE MATERIALS

ADVISER: PROFESSOR MA. JHONA B. ACUÑA

Statement of the Problem

This study aimed to develop instructional reading materials which would help teachers in enhancing the development of reading comprehension of the Grade III pupils in Alabang Elementary School. Specifically this study aimed to answer the following questions:

1. What are the identified least mastered skills in reading of grade III pupils based on the Philippine Elementary Learning Competencies (PELC)?
2. What are the least mastered skills in Reading of Grade III pupils based on the perception of Grade III teachers?

3. What instructional material could be developed to improve reading comprehension of Grade III pupils?

Methodology

The descriptive method of research was utilized in this study. The results of the needs analysis provided the basis in determining the coverage of the skills included in the material. The procedure in the development of the material used is an adaptation of the Johnson's Model of Material Design (Fortun, 2001). It involves four stages namely: Design phase, Development phase, Evaluation phase, and Revision and finalization phase.

Design Phase. In planning of the lesson plan, the researcher reviewed the designs of existing lesson plans used by the teacher in teaching English. The lesson plan format was adapted from the module in teaching English furnished by the Department of Education.

Development Phase. This stage dealt with the drafting and designing of the instructional materials. The instructional materials developed are composed of two parts. The first part was the list of the teaching strategies used in the lesson plans. They provided a brief description, the purpose and the procedure of the specific strategy. The second part was the lesson plan itself. The lesson plan format was adapted from the module in teaching English furnished by the Department of Education.

Evaluation Phase. The developed materials were evaluated by expert evaluators and teacher-evaluators. The instrument that was used in the evaluation was

adapted from Duke and Pearson (2002) in their professional article entitled Effective Practices for Developing Reading Comprehension and from the seminar paper of Areta (2010) entitled Developmental and Validation of Prototype Lesson Plans Employing Reading Comprehension Strategies for Grade V Pupils.

Revision and Finalization Phase. In this stage, the researcher made revisions of the materials based on the comments and suggestions made by the teacher-evaluators and expert evaluators.

Summary of Findings

Based on the processes undergone in the development of the instructional materials the following points were revealed:

- The least mastered skills in Reading of Grade III pupils based on PELC as shown in the results of 2012-2013 National Achievement Test and 2011-2012 Division Achievement Test were as follows: 1) predicting outcome, 2) identifying cause and effect, 3) distinguishing between facts and fantasy in a story read, 4) making inference, 5) getting the main idea, 6) drawing conclusion, 7) sequencing events in the story thru a group of sentences, and 8) noting explicit and implied details from a story read.
- The least mastered skills of Grade III pupils in Reading as perceived by the Grade III teachers were ranked as follows: 1) getting the main idea-select an appropriate title to a given selection. 2) noting explicit and implied details from a story read, 3) making inference- infer what happened before

or after an event, 4) perceiving relationship – identify cause-effect relationship, 5) drawing conclusion using passages/ pictures as stimuli, 6) predicting Outcome – select an appropriate ending to a given situation, 7) sequencing events in the story thru a group of sentences, 8) distinguishing between facts and fantasy in a story read.

- The developed instructional resource materials employed different teaching strategies in teaching the eight least mastered skills in reading. It is composed of two parts. The first part gives a brief background, purpose, and procedure of a specific strategy and the second part is the eight lesson plans employing different teaching strategies and activities that are believed to help the pupils in comprehending the text.

Conclusion

Based on the findings, the following conclusions were formulated.

- There were some fundamental reading skills that Grade three pupils were deficient in.
- Based on the perception of Grade III teachers as to the least mastered skills of the Grade III pupils in Reading, it is found out that the skills that were difficult to teach were ranked the same as the perceived least mastered skills of the pupils. Thus, when the teacher find a specific skill difficult to teach it will also be difficult for the pupils to learn the said skill.

- Instructional resource materials in teaching reading comprehension can be developed using the following steps: Design stage, Development stage, Evaluation phase and Revision and finalization stage.
- The developed instructional resource materials in teaching reading was evaluated as favorable in terms of objectives, content, clarity, and comprehension teaching strategy while usefulness was evaluated as highly favorable.

Recommendations

With the conclusions drawn, the following were hereby recommended:

- Teachers should be fully equipped with the knowledge of teaching strategies in Reading to help the pupils in aiding comprehension.
- The prepared lesson plans would be a great help as models to English teachers in the proper implementation of the teaching strategy in actual reading classes.
- The suggested teaching reading comprehension strategy that were provided in this study may be subjected to another validation from different evaluators to determine the level of appropriateness and effectiveness of the teaching strategies for the improvement of the reading comprehension skills of the grade III pupils.

- The teacher concerned may modify or improve the engagement activities that would suit to their own class needs, proficiency level, and setting.
- The teachers should be encouraged to develop other supplementary instructional resource materials in teaching Reading.
- Further researcher on preparation of instructional materials in reading be done across levels.

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CHAPTER 2

RELATED LITERATURE AND STUDIES

This chapter deals with studies of researchers similar to this study. It is interesting to note that educational literature abounds in studies which make for success or failure in teaching. Some of these studies are mentioned below.

Conceptual Literature

On Reading Comprehension

Reading comprehension is the heart of the reading process. Comprehension happens when there are commonalities between the reading material and the reader. Pupils should be able to connect ideas in the text with those that they already know (RAP, 2008).

Snow (2003) defines reading comprehension as the process of simultaneously extracting and constructing meaning. Thus, the words extracting and constructing are used to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Conversely, Johnston, 1981 (in Irwin, 1991) claims that “reading comprehension is viewed as the process of using one’s own prior knowledge and the writer’s cues to infer the author’s intended meaning”. This description stresses the fact that comprehension is affected by both the reader’s background and the text characteristics. More so, comprehension can be seen as the process of using one’s own prior knowledge and the writer’s cues to infer the author’s intended meaning.

Snow (2003) provides three elements of comprehension. (1) The reader who is doing the comprehending, (2) The text that is to be comprehended, (3) The activity in which comprehension is the part. The reader, text, and activity cannot be considered in isolation. Therefore, reading comprehension occurs within a larger sociocultural context that shapes and is shaped by the reader. Comprehension, as the main purpose of reading, is a constructive, interactive process which involves three factors; the reader, the text and the content. For comprehension to improve, the interaction among three factors must be taken into consideration.

On the other hand, Irwin (1991) suggests five types of processes which occur simultaneously during reading comprehension. 1) Micro processes are the initial chunking and selective recall of individual idea units within individual sentences. 2) Integrative Processes is the process of understanding and inferring the relationship between individual clauses and sentences. 3) Macro processor is the process of synthesizing and organizing individual idea units into a summary or organized series of related general ideas. 4) Elaborative Processes is the process of making inferences not necessarily intended by the author and 5) Metacognitive process is the process of selecting, evaluating, or regulating one's strategies to control comprehension and long term recall.

Kintsch and Kintsch (2005) cited in Reis (2009) describe three separate and hierarchical levels in the process of reading comprehension. The first level, the *decoding level*, is the process of the printed word transferring to meaning in

the minds of readers. At the decoding level of comprehension, readers replace decoded words with meaning. The next level, a *slightly deeper level* of comprehension, involves the blending of literal and inferential levels of the texts to allow the readers to attend to the most important details of the text. The final level of comprehension involves *creation of a situation* model when the reader's prior experiences and knowledge interact with the text. This level also incorporates the reader's emotions and visuals pertaining to the text.

In the same manner, Vacca, Vacca, and Gore (1987) affirm that readers respond to meaning at various levels of abstraction and conceptual difficulty. The following levels are: (1) *Literal level* which has been described as "gist reading" because the reader must, at a minimum, understand what the author says. (2) *Interpretative level*, which involves convergent thinking. The important difference between literal and interpretative reading is in how the reader manipulates information. At the literal level, recognition and understanding of the author's main ideas and details are important. However, to interpret, the reader must recognize the relationships that exist among the main ideas and details and use these relationships to make inferences and draw conclusions about the author's intention and implicit meaning. (3) *Applied level* involves divergent thinking and includes analysis and synthesis, application and evaluation. The readers react to text in terms of its relevance and significance.

There is a consensus among researchers that good readers, competent comprehenders, have a plan for comprehending. They use their metacognitive

knowledge in an orderly way to implement their plan. Skilled readers construct meaning before, during, and after reading by using a set of comprehension strategies to integrate information from the text with their background knowledge (National Reading Panel, 2000). These reading comprehension strategies are conscious plans under the control of the reader who makes decision about which strategies to use and when to use them. While every reader benefits from learning and refining comprehension strategies, many students who are at risk will never progress to grade four unless they receive explicit teaching in using them.

Reis (2009) states that reading strategies help pupils better understand why they are reading and connect their reading experiences to their life experiences. She defined a reading strategy as any instruction that a teacher provides to connect readers with texts in order to improve understanding.

Although each reader's plan varied from each text and task, the following steps are part of the competent reader's general plan for many different kinds of text.

Before reading, the strategic reader previews the text by looking at the title, the pictures and the print in order to evoke relevant thoughts and memories. He builds background by activating appropriate prior knowledge through self-questioning about what he already knows about the topic (for story), the vocabulary and the form in which the topic or the story is presented. He sets

purposes of reading by asking questions about what he wants to learn during the reading process.

During reading, the strategic reader checks understanding of the text by paraphrasing the author's words. He monitors comprehension by using context clues to figure unknown words and imaging, imagining and inferring, inferring and predicting, integrates new concepts with existing knowledge continually revising purpose for reading.

After reading, the strategic reader summarizes what has been read by retelling the plot of the story or the main idea of the text. He evaluates the ideas contained in the text. He makes applications of the ideas to broader perspectives. Finally, the construction of final test will be done which will target in the assessment of the comprehension skills of the intermediate pupils.

Robb (2000) emphasizes that in a strategic curriculum, it is beneficial to isolate a strategy so students can comprehend and practice it. However, strategies, once understood, work together and good readers naturally integrate the strategies needed to explore the meanings in a text without consciously thinking of them.

Strategies before reading activate past knowledge and experiences; strategies used during reading enables students to make personal connections, visualize, identify parts that confuse monitor understanding, and recall in information; strategies used after reading enlarge past knowledge deeper

understanding and engagement with the text and can create connection to other texts.

The National Panel Report analysis (in Bursuch and Damer, 2007) concluded seven strategies that can help pupils in improving text comprehension. The seven comprehension strategies included are 1) Comprehension Monitoring, this metacognitive process is a general competence in which readers are aware of what they do understand and do not understand. They recognize when “fix-up” strategies are necessary and which ones will resolve comprehension problems; 2) Cooperative Learning, is a “student-centered” instructional approach in which students work in small, mixed-ability groups with a shared learning goal, this is also sometimes called collaborative learning; 3) Graphic and Semantic Organizers, these are visual representations of narrative or expository text that help the reader recognize its structure and comprehend it; 4) Self-Questioning, throughout the reading process, the reader generates and asks questions; 5) Story Structure Analysis, the students learn to identify the framework of a story by analyzing the grammar of a narrative text, including the story elements of setting, characters, motivation, problems, plot and theme. The reader often completes a graphic organizer called story map that more concretely displays these story elements; 6) Summarizing, is a strategy that involves pulling together or synthesizing information in one’s own words; and lastly 7) Answering Questions, text-explicit and text-implicit questions guide the students’ understanding about what they have read.

On Schema Theory

Educational researchers found schema theory to be extremely useful for explaining reading comprehension and scientific thinking.

Hittleman, 1988 (in Espiritu, 1995) defines schemata as a building block of thinking. Schemata undergoes a process when they are thought of as templates in the memory against with the incoming information, as organizers in the memory that specify how all previously learned information will transact or interact with the shape new information, as a processors that specify how the incoming information must be arranged to support the interaction. It is almost as if what is already known determines what and how someone will understand and learn.

Schema theory according to Roe (1983) provides a good description of what happens when the reader deals with objects or events for which s/he has a schema. Schemata are the organized summaries of past experiences. Prior knowledge, experiences, and expectations will most certainly affect how and what we comprehend. A reader's schemata involved in interpreting new information to become part of the reader's knowledge store. For some, the integration of new information is what they called comprehension.

Hittleman, 1988 (in Espiritu, 1995) presents five features that will describe it. These are 1) the collections of variables forming their structures, 2) embedding or nesting of one's schemata within in the other; 3) levels of abstractness which the schemata can represent; 4) broad aspects of knowledge,

not just definitions which the schemata can also represent; and 5) schemata are parts of active processes.

There are some mechanisms that activate those schemata that are most relevant to the reader's task. There are three basic models that offer explanation on how schemata are activated (Gipe, 1987). (1) Reading comprehension as concept-driven view readers as actively engaging in hypotheses testing while reading. A reader has a certain expectations about the text that activate schemata relevant to those expectations. The Directed Reading-Thinking Activity specifically encourages activation of relevant schemata by asking the reader to speculate on the story content from the title. Reading the story then becomes an effort to verify hypotheses. (2) Reading comprehension as data-driven view the reader as beginning with printed stimuli and processing the letter and sounds into words and eventually into meaning – a part to whole process. Reading instruction that stresses phonics at beginning stages with little regard for interpretation of material encourages this kind of processing. (3) Reading comprehension as interactive, also known as interactive compensatory model is a combination of concept-driven and data-driven processing. This model implies that the reader will rely on higher-level processes; when lower-level processes are deficient, and vice versa.

Villamin (1999) states that schemata theory suggests children who have gaps in their knowledge about the topic will have trouble comprehending what they read about the topic. In other words, children who have difficulty seeing

relationship among facts they will have trouble drawing inferences about what they read.

Schemata, according to Sousa (2005), can be modified in three ways: (1) accretion, the learners incorporates the new information into an existing schema without altering that schema; (2) turning, the learner realizes that the existing schema is inadequate to accommodate the new information, and alters the existing schema to be more consistent with the experience; (3) restructuring, the learner realizes that the new information is so inconsistent with the new schema that a new schema has to be created.

Furthermore, there are three main implications of schema theory for educational practice (Ekwall and Shanker, 1992): (1) Teachers should view learning as the acquisition and modification of schemata rather than as the acquisition of rote-learned, isolated facts. To form schemata, teachers should present multiple instances of something and have the pupils identify the common features of the instances. (2) Teachers should expect that without various study aids, pupils will sometimes retain only small, selective portion of an experience or lesson; they might also elaborate or distort what they have retained using inferences. (3) Meaningful learning occurs when pupils can incorporate new information into an existing schema or when they can create new schemata by way of analogy to old schemata; to facilitate these processes, teachers should evoke appropriate schemata before presenting a topic in a lecture or before the pupils read about the topic.

Schemata theory also emphasizes the importance of employing a prereading strategy that encourages students to use their own experiences to predict and evaluate the problems and actions of characters in the story they read. It suggests the importance of building children's backgrounds and of asking them to assume a "point of view" when they read. It suggests the importance of providing a great deal of inferential pre-reading questions that evoke our prior knowledge.

Rumelhart (1997) believes that schema theory integrates previous knowledge with a new knowledge acquired from reading. It fills in slots according to a particular situation or text. It thus extends the interactive model by attempting to explain how information from the text becomes integrated with the reader's prior knowledge about the world.

Therefore, what we read activates new information and integrates it into old information in our heads. It has been suggested that if we read about a thoroughly familiar topic the print merely cues or stimulates recognition of what we already know. Research in this area typically involves presenting students with passages that permit more than one interpretation. Schemata are essential to inferential comprehension because our schemata enable us to make inferences.

On Cooperative Learning

Cooperative learning is a method of instruction that has pupils working together in groups, usually with the goal of completing a specific task. This

method can help pupils develop leadership skills and the ability to work with others as a team.

Cooperative learning exists when pupils work together to accomplish shared goals. Pupils seek outcomes that are beneficial to all those with whom they are cooperatively linked (Johnson and Johnson, 2002).

Slavin (1983) defines cooperative learning as techniques that uses cooperative task structures in which pupils spend much of their time working in 4-6 member heterogeneous groups.

According to Agustin et al., 1990 (in Stahl, 1995), Cooperative Learning as an alternative approach benefits all pupils even those who are low achieving, gifted or mainstreamed” Cooperative learning promotes higher achievements and develops in the students social skills. It puts responsibility for learning on the learners themselves and students who need supervision stay on task. This is because the students develop a sense of responsibility as they work and learn with a team. Furthermore, according to the authors, children who used to be dejected and isolated before the use of this approach, bounced dramatically with an improved academic achievement.

For cooperative learning to work well, teachers must configure the five elements in their lesson plan (Johnson and Johnson, 2002).

1. Positive Interdependence

Teacher must give a clear task and a group goal so pupils believe that they need each other in order to complete the group's task, that is, they "sink or

swim together." Positive interdependence can be built into the task by jigsaw information, by limiting materials, by having a single team product, through team roles. It can be built into a reward structure by assigning team points based on team averages, on members reaching a predetermined criterion, or on team improvement rather than outright grades.

2. Individual Accountability/ Personal Responsibility

Each member must be accountable for contributing his or her share of the work. They must know that a "chauffeur/hitchhiker" situation will not be productive. The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Pupils learn together so that they can subsequently perform higher as individuals.

3. Face-to-Face Promotive Interaction

Pupils need to do real work together in which they promote each other's success by orally explaining to each other how to solve problems, discussing with each other what is being learned. Peer assistance also clarifies concepts for both helper and the student being helped. Cooperative teams help students learn to value individual differences and promote more elaborate thinking.

4. Interpersonal and Small Group Skills

Pupils are required to learn academic subject matter and also to learn the interpersonal and small group skills required to work together effectively.

5. Reflection/Group Processing of Interaction

Processing means giving students the time and procedures to analyze how well their groups are functioning and how well they are using the necessary collaborative skills. Processing can be individual, team-wide, or at the whole collaborative class level.

It is believed that by integrating the five elements of cooperative learning in the lesson plan, the pupils and the teacher will be able to reach common goal while developing good relationship among members of the group.

In addition, Johnson, Johnson, and Holubec, 1993 (cited in Putnam, 1997) suggested six steps process for teaching Cooperative Skills. 1) identify the skill by naming and defining it, 2) explain why the skill is needed, 3) demonstrate the skill, 4) provide opportunities to use and practice the cooperative skill, 5) observation and feedback concerning cooperative skills and lastly, 6) reflection and future goal setting. These can help teachers in aligning their lesson plan in a task-based activity.

On Lesson Planning

Effective lesson planning is at the core of effective teaching. Designing effective reading comprehension needs to be anchored to the research findings on strategies that have been shown to improve reading comprehension. Chief among these strategies are teaching students to have a plan of action when reading, self-monitoring, summarize, use graphic organizers, ask questions, use semantic organizers, identify story structures, relate reading material to prior knowledge, and use mental imagery (Minskoff, 2005).

According to Tejero (2008), lesson plans are teacher's detailed descriptions of the lessons that are useful tools in learning. Its main purpose is toward the attainment of quality learning outcomes. They are original blueprints of the teacher's lessons. These includes behavioral objectives, subject matter, materials, references, procedures or effective methods, use of computer-aided instruction, provision for individual differences, evaluations, follow up. They are the important tools that teachers use to make teaching more effective and more effective and more efficient.

Therefore, lesson plans should be well-thought and well-prepared by the teacher. The teacher must be sensitive in the philosophy and aims of the lesson, the policies and practices of the school, the provision for individual needs, abilities, interests, and the development stages of the learners. When the lesson plan is prepared properly, it also provides the teacher with the opportunity to plan learning modules and strategies in advance, so that the material in question will be covered effectively.

Skilled readers construct meaning before, during, and after reading by using a set of comprehension strategies to integrate information from text with their background knowledge (Bursuch, 2007; National Reading Panel, 2000). Therefore, this should be taken into consideration in planning for a reading lesson plan.

Prereading activities get students read both cognitively and affectively to read a selection. Taking time to prepare students before they read can pay big

difference in terms of their understanding what they read and finding reading an enjoyable experience.

The importance of engaging students in prereading activities cannot be overemphasized. Prereading activities can stimulate personal responses to text activate or build relevant background knowledge and language, prompt students to set purposes for reading and ignite an interest in the reading selection. Prereading activities are instrumental in helping students set purpose for reading (Yopp and Yopp, 2010).

Prereading activities take place before reading a selection. Motivating and setting purpose for reading, activating and building background knowledge, building text-specific knowledge, relating the reading to students' lives, preteaching vocabulary and concepts, prequestioning, predicting, and direction setting and suggesting comprehension strategies are some of the many examples of prereading activities.

After building the bridge from reader to text with prereading activities, students are ready to get into the act itself. During reading activities include both things that students do themselves as they are reading and things that teachers do to assist them. Silent reading, reading to students, oral reading by students, guided reading, and modifying the text are some activities during reading.

Postreading activities encourage students to do something with the material they have just read, to think critically, logically, and creatively – about

the information and ideas that emerge from their reading, to respond to what they have read and sometimes transform their thinking into actions. Some examples of these activities can be questioning, discussions, writing, drama, artistic, and nonverbal activities, application and outreach and reteaching.

Furthermore, in the ELT program found on <http://www.cal.org> a lesson plan identifies the enabling objectives necessary to meet the lesson objective, the materials and equipment needed, and the activities appropriate to accomplish the objective. *Enabling objectives* are the basic skills (language skills such as vocabulary, grammar, and pronunciation) and the life skills (including cultural information) that are necessary to accomplish the objective. *Materials and equipment* should be identified and secured well before class time to ensure that activities can be carried out as planned. These may include realia (real life materials like bus schedules and children's report cards), visual aids, teacher-made handouts, textbooks, flip chart and markers, overhead projector, tape recorder, etc. *Activities* generally move from more controlled (e.g., repetition) to a less structured or free format (e.g., interviewing each other). They should be varied in type (e.g., whole group, paired, individual) and modality (e.g., speaking, listening, writing).

A good lesson plan involves consideration of more than just what is going to be taught (the objective) and how it will be taught (materials, equipment, and activities). In the activity packets found on <http://www.cal.org/caela/tools/program> the following elements were needed to be thought about and planned for:

(1)sequencing—Do the activities move logically so learners are progressively building on what they already know? Do the activities flow well? Are transitions between activities smooth? (2) pacing—Are activities the right length and varied so that learners remain engaged and enthused? Gauging difficulty—Do the learners have enough skill and knowledge to do the planned activities? Are the instructions clear? Accounting for individual differences—Do the activities allow for learners of varying proficiency levels to receive extra attention they might need, whether below or above the norm? Are all students actively involved? (3) monitoring learner versus teacher talk—What is the balance between learner talk and teacher talk? Does the lesson allow a time for learners to interact, producing and initiating language? (4) timing—Was the amount of time allotted for each part of the lesson sufficient? If the planned lesson finishes early, is there a backup activity ready? If the lesson wasn't completed as planned, how can the next class be adjusted to finish the material? Most of these aspects of lesson planning are learned by experience, so it is important for the instructor to evaluate how the lesson went at the end of each class period. Ask the following questions: What went well? Why? What did not go as planned? Why? If I had it to do over again, what would I change? What have I learned about my students that I can account for in future lesson planning?

Therefore, lesson plan can be viewed as a road map that can be followed by the teachers for a smooth flow of a discussion. It identifies the destination (objective of the lesson) and marks out the route (activities for each stage of the

lesson). It is an aid for both new and seasoned teachers. New teachers should write down the details of each activity—perhaps even script them. Experience will guide how detailed a lesson plan needs to be. Sharing the plan with learners (e.g., writing the objective and a brief description of activities on the board) keeps both the teacher and the learner focused on where they are going, how they are going to get there, and when they arrive.

Research Studies

Problems on Teaching Reading

Annie Casey Foundation (2010) found out that several American children fall short on reading proficiency by the end of third grade, which jeopardizes their future growth and development and society's vitality. Children from low-income families and minority groups and children living in distressed neighborhoods generally far worst on reading proficiency. The extensiveness of the introduction depends on the expected challenges caused by content or text readability. However, the children are always left with opportunities for problem-solving both at the level of word attack and meaning construction during their first independent reading.

While Taylor, Pearson and Clark (1999) conducted a study entitled *Beating the Odds in Teaching all Children to Read*. They used quantitative and descriptive methods to investigate school and classroom factors related to primary-grade reading achievement. There were fourteen schools across the U.S. with moderate to high numbers of students on subsidized lunch were

identified as most, moderately, or least effective based on several measures of reading achievement in the primary grades, which were used in the study. A combination of school and teacher factors, many of which were intertwined, was found to be important in the most effective schools. Statistically significant school factors included strong links to parents, systematic assessment of pupil progress, strong building communication, and a collaborative model for the delivery of reading instruction, including early reading interventions. Statistically significant teacher factors included time spent in small group instruction, time spent in independent reading, high pupil engagement, and strong home communication. More of the most accomplished teachers were frequently observed teaching word recognition by coaching as children were reading, in addition to providing explicit phonics instruction, than the least accomplished teachers and teachers in the moderately or least effective schools. Additionally, more of the most accomplished teachers and those in effective schools were frequently observed asking higher level questions after reading than their counterparts. In all of the most effective schools, reading was clearly a priority at both the building and classroom level.

Reading Difficulties of Pupils

In the study made by Coboy (2001) she utilized the descriptive survey type of research. Data were gathered through a teacher made test, a survey checklist to determine parents' educational attainment, mid-year achievement test, office records for class structure, and teacher's length of service. The data

were analyzed using different formulas such as the frequency count to determine the reading deficiencies of grade 3 pupils in - area of vocabulary skills, comprehension skills and study skills, the chi-square to ascertain the significant association in the reading deficiencies of grade 3 when grouped according to gender, mid-year achievement, class structure, parent's educational attainment and teacher's length of service. The findings revealed that the grade 3 pupils were found deficient in the use of synonyms and prefixes as their vocabulary skills. They were also deficient in making inferences and perceiving cause and effect relationship as to their comprehension skills and in alphabetization and graph reading as to their study skills. As to gender, the males were found deficient in the use of synonyms, prefixes, antonyms, getting the main idea, making inferences, and perceiving cause and effect relationship.

Mabato (2008) made a study on reading difficulties of grade 3. He used the experimental method of research. He used the standard NAT reading passage in data gathering. He was able to find out that there are ten reading difficulties in reading identified as: mispronunciation, refusal to pronounce, stammering, insertion, omission and reversal, word by word reading, substitution, repetition, and ignoring pronunciation. Among these ten reading difficulties, mispronunciation ranked number one in their reading difficulty, refusal to pronounce and word by word is the second and third difficulties identified. This has a relevance to the present study. Both uses the NAT result in identifying the

reading difficulties of grade 3 pupils. The difference is that the present study will focus on reading comprehension.

Teaching Reading Strategies

Ayles (2009) made intervention strategies to enhance reading efficiency of Grade III pupils at Cecilio Apostol Elementary School. She utilized the Division National Achievement Test for 5 years to identify the reading level of the pupils and used the Least Mastered Skills of 2007-2008 NAT to identify the objectives for her lesson. She used a survey questionnaire to identify the books or stories preferred to read by the Grade III. In her Lesson Plan she followed the format of Pre-Reading, During Reading and Post Reading. Her intervention package or lesson plan can be taught for 6 to 8 weeks for 40-50 minutes. The activities used in prereading were concept mapping, KWL, and prediction chart to provide focus on what must be learned. During reading includes read, write and read method, graphic organizers, skimming and scanning method depending upon the skill of the pupils. Post reading activities were done by peer, group, or individual. This study is similar to the present study in terms of purpose and lesson plan format.

Picture walks are widely used in today's classrooms to introduce new texts. However, in Taylor's (2002) extensive work with effective practice and school reform, she found out that classes with low performance outcomes more commonly use picture walks than classes with high performance.

The National Reading Panel (2010) conducted a study on the teacher preparation and comprehension strategies instruction. They focused on teaching

one student at a time and the use of wide variety of strategies was studied. In this approach the teacher usually modelled the cognitive strategies in question, often by thinking aloud as they read to demonstrate what proficient readers do. The approach also involved guided practice in which students were led to the point where they were able to perform independently, via a gradual reduction of scaffolding. This type of instruction was found effective in helping students acquire the strategy, and usually there were some evidence that the use of the strategy improved performance on reading comprehension tasks.

In the study of Dequito (2002), she suggested varied and innovative teaching strategies in reading: DRTA Approach, LEA, QAR, the Story Grammar Approach, KWL Approach, Using Graphic Organizers, Living Literacy for Language Teachers, the Making of Instructional Materials, USENTER; the Newspaper in Teaching Reading, BRIGHT with Listening-Writing Connections and with Reading –Writing Connections, Literature Based Approach and Content Based Instruction. Dequito, used the descriptive method where she gathered data and information about innovative teaching strategies and techniques in improving reading comprehension of Grade Four pupils, which is also the objective of this present study. She conducted peer evaluation in validating the suggested teaching strategies in reading.

Areta (2010) developed a prototype lesson plans for Grade 5 pupils. He used the descriptive developmental research method with the prototype lesson plans as the main product of the research. He utilized the Johnson's model of

material preparation. This study adapted the selection of the evaluators for the developed lesson plan.

The present study is similar to the previous studies in terms of skills to be tested and to be developed. They had also given the researcher a conceptualization on the different methodologies, techniques and strategies in teaching reading comprehension used by many mentors in the field of academe.

CHAPTER 3

METHODOLOGY

This chapter presents and describes in detail the method to be used and sources of data in the preparation of the instructional materials.

Research Design

The descriptive method was used in this study because the main concern of this investigation was to identify the least mastered skills of Grade III pupils in Reading. Kalat (1999) defined descriptive method as a method that involves locating and retrieving information – answer to questions- and then working with or communicating that information.

Descriptive method was deemed appropriate in this research since it also evaluated the developed instructional resource materials in reading in terms of its objectives, content, clarity, usefulness and comprehension teaching strategy of the materials which indicated the need for descriptive analysis of the valuable **data needed for the attainment of the desired purpose.**

Data Gathering Procedures

This procedure dealt with the processes the researcher had undergone in gathering the needed data in this study. First, the researcher sought the permission of the principal of Alabang Elementary School – Main to try out and administer the needs assessment instrument to the different participants. The try out form was conducted to Grade II teachers. After making the necessary corrections, the validated assessment form was conducted to the target teachers

which were the Grade III teachers. On the appointed date, the researcher conducted the administration of the needs assessment. With the help of the grade chairman, the assessment was collected the day after to ensure a high percentage of retrieval.

Locale of the Study

This study was conducted in Alabang Elementary School – Main. It is the biggest school in the Division of Muntinlupa with a population of approximately six thousand pupils from kinder to grade six levels and one hundred sixty teachers teaching in different grade levels. This locale was chosen since the subjects were teachers of this school and the material developed was intended to cater to the needs of the teachers.

Research Instrument

The primary instrument used to gather the data was a questionnaire that was adapted from the Philippine Elementary Learning Competencies. It included two parts. The first part was the profile of the respondents and the second part was the survey itself. The survey consisted of eight reading skills that need to be developed among grade III pupils. The first question was about the skills that were found difficult by the teacher to teach and the second question were the skills perceived by the teacher as the least mastered skills of Grade III pupils. The sample assessment tool was attached as Appendix F.

Afterwards, the researcher provided instructional resource materials in teaching Reading which employed different teaching strategies that were

evaluated by experts evaluators and teacher-evaluators. The evaluation tool that was used for evaluating the material developed was adapted from Duke and Pearson (2002) in their professional article entitled “Effective Practices for Developing Reading Comprehension” and from the seminar paper of Areta (2010) entitled “Developmental and Validation of Prototype Lesson Plans Employing Reading Comprehension Strategies for Grade Five Pupils”.

Participants of the study

The respondents who were subjected to the needs analysis were Grade III teachers in Alabang Elementary School. The total numbers of the respondents were 17 and they were composed of 16 females and 1 male.

Grade III pupils were also used by getting the results of the 2012-2013 National Achievement Test (NAT) and 2011-2012 Division Achievement Test (DAT). See Appendix B and C. There were 836 pupils who took the NAT and 890 pupils who took the DAT.

For the initial try out of the needs assessment, the researcher used the Grade II teachers in Alabang Elementary School. There were 18 out of 20 teachers who answered the instrument. There were also four evaluators who validated the needs assessment. The evaluators were composed of teachers who have Master's Degree in Teaching Language Arts and had taken up Teaching Reading Course. The comments and suggestions, and recommendations expressed by the teachers and evaluators became the bases for revision of some parts of the instrument.

For the evaluators of the instructional resource materials, there were 2 out of 5 expert evaluators and 3 out of 5 teacher-evaluators. Two professors from Philippine Normal University were the expert evaluators and three master teachers from Alabang Elementary School were the teacher evaluators.

Statistical Treatment of Data

The data collected in this study were subjected to certain statistical treatments. The data were encoded, tallied and tabulated for better presentation and interpretation of the results. The statistical methods used were the following:

1. Frequency

The frequency distributions were used to classify the respondents according to their educational attainment, seminars or trainings attended, number of years in service, and levels handled. The frequency also presented the actual response of the respondents to a specific question or item in the questionnaires.

2. Ranking

This was a descriptive method to describe numerical data in addition to percentage. Ranking will be used in the study for comparative purpose and for sharing the importance of items analyzed. Friedman Test was employed to get the exact ranking of each reading skill.

3. Weighted Mean

Another statistical technique that will be used by the researchers is the weighted mean. It will be used to determine the average responses of the

different options provided in the various parts of the survey questionnaire to be used. It was solved by the formula:

$$x = \sum fx / n$$

where:

x = weighted mean

$\sum fx$ = the sum of all the products of f and x , f being the frequency of each weight and x as the weight of each operation

n = total number of respondents

While in the interpretation and evaluation results, the researcher used the interpretation used by Corpuz (2001) in his study entitled "Development and Evaluation of a Module on Introductory Concepts of Modern Physics". The rating scale has the following interpretation.

- a) 4.30 to 5.00 – highly favorable
- b) 3.50 to 4.29 – favorable
- c) 2.60 to 3.49 – uncertain
- d) 1.80-2.59 – unfavourable
- e) 1.00 to 1.79 highly unfavourable

Development and Validation of the Material

In the development of the material, it utilized Johnson's Model of material preparation which was adapted from Fortun (2001).

I. Design Phase

In planning of the lesson plan, the researcher reviewed the designs of existing lesson plans used by the teacher in teaching English.

The lesson plan format was adapted from the module entitled "Curriculum and Instruction: The Teaching of English" furnished by the Department of Education. The lesson format was as follows:

I. Objectives – these are statements that describe significant and essential learning and comprehension skills that learners have to achieve and can reliably demonstrate at the end of the instruction.

II. Subject Matter – this part specifies the following components:

- a. Topic: this includes skills to be developed
- b. References: these lists the bibliography of the reading materials used in the selection and activity
- c. Materials: these are the instructional materials used in the lesson. These materials include pictures, charts, visual aids, computer and activity sheets and work sheets
- d. Story: this is the main story in the lesson
- e. Values: this gives the moral of the story

III. Procedure

A. Pre Reading Activities – These are activities to introduce the lesson to pupils. These provide access to the background of the pupils in order to familiarize the pupils with the concepts and skills needed to process the text. Pre-reading activities are based on the general framework of the strategy used in the lesson. Most activities include unlocking of difficulties, activating prior knowledge, and raising of motive question.

B. During Reading – These activities include explanation of the strategy to be used while reading the texts. It also includes the mode of reading of pupils by using guided, silent, by pairs, or choral reading. Reading guides were also included in this part.

C. Post Reading – In this phase, the readers consolidate the skills learned through answering questions related to what they read, discussion and analysis, and giving of generalization. In addition to this, different group activity will also carry out to enhance the skills of the learners.

IV. Enrichment Activities – These activities allow the learners to apply the knowledge they have gained in the classrooms through the development and enhancement of the skills and by working through group activity.

V. Evaluation – This part relates the set of objectives to the activities done by the learners. It utilizes process and product – based learning of the comprehension skills of the learners.

VI. Assignment/ Reinforcement – This is the bottom part of the lesson that is very crucial for the pupils' assessment and evaluation of their performance in learning. It provides varied activities for the pupils to apply what they have learned from the lesson. It also demands pupils to be creative and learn innovative enough to work for their assigned task.

The types of reading materials to be used in the study were determined. The Fry Readability Formula of Edward Fry was used. The results of the readability were attached as Appendix E. The Fry Readability Formula of Edward Fry (1977) is the condition of a text/passage that determines how easy or difficult the text is for the intended readers and it is done by finding and plotting the average sentence length and number of syllables on the Fry Graph Readability Formula. Based on the many years of testing by researchers and linguists, the Fry Graph is the most reliable and popular readability graph test.

II. Development Phase

The instructional materials were composed of two parts. The first part was the list of the teaching strategies used in the lesson plans. They provided a brief description, the purpose, and the procedure of the specific strategy. The second part was the lesson plan itself. The lesson plan format was adapted from the

module in teaching English furnished by the Department of Education. They employed the Pre reading, During reading, and Post reading activities. A time frame of 2-3 days was suggested for each lesson to develop the reading comprehension skills of the learners.

III. Evaluation Phase

After writing the first draft of the material, the next step was the evaluation of the developed resource material.

A 5 – point rating scale namely: 5 – Strongly Agree, 4 – Agree, 3 – Undecided, 2 – Disagree, 1- Strongly Disagree was used to assess the instructional materials, adapted from Areta (2010) and Duke and Pearson (2002).

The evaluation tool contained questions which focus on objectives, content, clarity, usefulness and comprehension teaching strategy. The questions on the comprehension teaching strategy helped the researcher to ascertain that the use of the schema theory, which supports this study, would be utilized and evaluated in the developed material.

The criteria for selecting expert evaluators were adapted from Areta (2010). Experts have the following variables:

1. Educational Qualification

Persons who are teachers in the field who have finished or earned their Doctoral Degree in Reading or equivalent degree are qualified with this criterion.

2. Teaching Experience

Persons who are teaching English classes especially Reading for at least 5 years.

However, the teacher-evaluators have the following criteria:

1. Educational Qualification

Persons who are teaching in the field with a designation as a Master Teacher.

2. Teaching Experience

Persons who are teaching English classes for at least 5 years.

The evaluation tool was distributed to the five people who are regarded as experts in the field of teaching Reading and to five teacher-evaluators who are Master teachers and teaching English for at least 5 years. Two out of five expert evaluators and three out of five teacher evaluators were the evaluators of the instructional resource materials. Their suggestions, comments and recommendations were considered during the revision of the materials. The list of the evaluators can be found in the Appendix H.

IV. Revision and Finalization Phase

The comments and suggestions of the evaluators about the developed materials were addressed in the finalization of the material. The following suggestions were given by the evaluators:

1) All reading strategies should be properly documented as to their proper proponents. There should be in-text citation.

- 2) There should be an introductory before presenting the teaching strategies informing teachers or users about the theoretical framework of the strategies.
- 3) QAR is a complex strategy. It is better to have it on the second day.

These suggestions were considered in the finalization of the instructional materials. In- text citation were added. At the end of every strategy the bibliography was also included in the first part of the material. An introduction at the beginning of the strategies was presented to inform the teachers about the content of the developed instructional resource materials. The revised instructional material can be found on Appendix A.

CHAPTER 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents and discusses the various comments and suggestions of the evaluators about the study. It also presents the analysis of the data gathered relevant to the four phases of the present study.

Table 1 shows the educational attainment of the respondents. Teachers with master's units got the highest rank. There were 11 out of 17 teachers who have masteral degree units. Teachers with bachelor's degree got the second rank. Two of them are fresh graduates and the other two are tenured teachers. On the third rank are two teachers who finished their master's degree. There are no teachers who neither have finished their doctoral degree nor have doctoral units. It implies that most teachers in grade three are upgrading their skills in teaching by pursuing higher education.

Table 1

Highest Educational Attainment of Teacher-Respondents

Items	Frequency	Rank
Doctoral Degree	0	4.5
Master's Degree with Doctoral units	0	4.5
Master's Degree	2	3
Bachelors Degree with Master's units	11	1
Bachelor's Degree	4	2

Table 2 shows the seminars or conferences attended by the teachers for the last five years. Each teacher has different seminars attended in different years. The title and content of the seminars were varied and dealt with teaching

different subject areas since grade III teachers are under a team-teaching program. In other words, teachers in grade III handle 2-3 subjects and teach 2-3 sections.

Table 2

Respondents' Seminars/ Conference Attended for the Last Five Years

Items	Frequency
Seminar Workshop in Upgrading Mathematics Teachers	1
Open Learning Language	1
MTAP	1
K to 12 (Pre-School)	1
Teacher on Learner Centered Classroom	1
Division Seminar- Enhancement Competency in Beginning Reading Instruction	1
2011 Aldrin San Pedro Training Program for Teachers in English, Math, Science, Filipino and Social Studies	1

Table 3 shows the number of years in teaching of the teacher respondents. Tied in rank 1 are teachers who are teaching below 5 years and 6 – 10 years. Rank 3 are 3 teachers who are teaching for 11 -15 years. Tied in rank 4 are teachers teaching for 16-20 years and 21-25 years. Each category includes 2 teachers. Tied in 6.5 rank are teachers who render service for 26-30 years and 31-35 years. There are no teachers who are teaching for more than 36 years. It seems that most teachers in Grade III are young and active thus can still be taught and receptive to new ideas in teaching.

Table 3

Respondents' Number of Years in Teaching

Items	Frequency	Rank
5 years and below	4	1.5
6-10 years	4	1.5
11-15 years	3	3
16 -20 years	2	4.5
21-25 years	2	4.5
26 – 30 years	1	6.5
31-35 years	1	6.5
36 years and above	0	8

Table 4 shows the grade levels the respondents have handled. There are 17 teachers who handled grade III pupils thus make it to the rank 1. This shows that all of the respondents have experienced teaching grade III levels. In rank 2, there are 4 teachers who taught grade II level. Tied in rank 4.2 are 3 out of 17 teachers who experienced teaching kindergarten, grades 4, 5 and 6. Tied in rank 7.5 are 2 teachers who taught nursery and preparatory level and on the last rank is Grade I which shows only 1 teacher has taught in this level. It implies that teachers in Grade III are flexible and can adjust their teaching to different levels.

Table 4

Levels that Respondents' Handled

Items	Frequency	Rank
Nursery	2	7.5
Kindergarten	3	4.2
Preparatory	2	7.5
Grade 1	4	2
Grade 2	1	8
Grade 3	17	1
Grade 4	3	4.2
Grade 5	3	4.2
Grade 6	3	4.2

Table 5 reveals the skills the respondents find difficult to teach to their pupils. Using the Friedman Test, the following rank was obtained. In rank 1 is “Get the main idea” which got a mean score of 2.82 followed by “Note explicit and implied details from a story read” on rank 2 which has a mean score of 3.24. On rank 3 is “Make inference” which has a mean score of 3.97. “Perceive relationship” is on rank 4 with a mean score of 4.15. Rank 5 is “Drawing conclusion using passages/ pictures as stimuli” with a mean score of 4.50. On the last three ranks are “Perceive relationship”, “Sequencing events” and “Distinguish facts and fantasy in a story read” with a mean score of 4.74, 4.76 and 7.82 respectively. It can be inferred that there is a sufficient evidence to say that there is a significant difference among the mean rank of the reading skills that need to be developed among Grade III pupils.

Table 5

Skills that Respondents’ Find Difficult to Teach to their Pupils

ITEMS	MEAN	RANK
Note explicit and implied details from a story read	3.24	2
Get the main idea -Select an appropriate title to a given selection	2.82	1
Perceive relationship- Identify cause-effect relationship	4.15	4
Predict Outcome - Select an appropriate ending to a given situation	4.74	6
Make inference - Infer what happened before or after an event	3.97	3
Draw conclusion using passages/pictures as stimuli	4.50	5
Sequence events in the story thru a group of sentences	4.76	7
Distinguish between facts and fantasy in a story read	7.82	8

Table 6 shows the least mastered skills of Grade III pupils in terms of reading comprehension. In comparison with the ranking in the first part of the survey, as shown on table 5, the same ranking was obtained in this part, though they differ in their mean score. These results revealed that when teachers find it difficult to teach to their pupils it will also be difficult for pupils to master the said skill.

Table 6

Least Mastered Skills of Grade III Pupils in Terms of Reading Comprehension

ITEMS	MEAN	RANK
Note explicit and implied details from a story read	3.41	2
Get the main idea -Select an appropriate title to a given selection	2.26	1
Perceive relationship- Identify cause-effect relationship	4.06	4
Predict outcome - Select an appropriate ending to a given situation	4.76	6
Make inference - Infer what happened before or after an event	3.94	3
Draw conclusion using passages/pictures as stimuli	4.74	5
Sequence events in the story thru a group of sentences	5.06	7
Distinguish between facts and fantasy in a story read	7.76	8

Table 7 shows the matrix of the lesson plan. Each comprehension skill was paired with different teaching strategies done in pre reading, during reading and post reading activities which is believed to develop comprehension skills among the target learners. The title of the story used in the presentation for each lesson was also included in the matrix. According to Yopp and Yopp (2010), the importance of the prereading, during reading, and post reading activities cannot

be overemphasized because they encourage pupils to think critically, logically, and creatively during these stages. The use of the specific strategy in teaching the skills below are based on the suggested activities presented by different proponents and researcher in teaching Reading, thus it is believed to contribute to the comprehension of the pupils while reading.

Table 7

Matrix of the Lesson Plans in Teaching Reading Comprehension

Skills	Story	Prereading	During Reading	Post Reading
Getting the main idea	A Desert Animal	Anticipation Guide	Jigsaw Method	Graphic Organizer
Noting details	A Bee Family	KWL	Reading Guide	QAR
Making inference	The Suspect	Character quotes	DRA reading guide	Graphic Organizer
Identifying Cause and effect	The Boy who Cried Wolf/	Opinionnaires or Questionnaire	DRTA	QAR/ graphic organizer
Drawing conclusion	Three Wishes (Old FolkTale)	Anticipation Guide	Event Map	Graphic Organizer
Predicting outcome	Bruce and the Spider	Preview Predict and Confirm	DRTA	Graphic Organizer
Sequencing events	The Stone in the Road	Concrete experience	Think –Pair Share	Graphic Organizer
Identifying reality or fantasy	First Monkey	Book boxes	Think-Pair Share	Concept Attainment

Table 8 shows the summary of responses of the expert evaluators and teacher-evaluators on the developed instructional materials. There were five

categories in the evaluation tool. Under objectives it was rated 4.13 which was interpreted as "favorable". Under content an average rating of 3.90 was computed and interpreted as "favorable". An average rating of 4.03 was computed under clarity and interpreted as "favorable". Under usefulness an average rating of 4.40 was interpreted as "Highly favorable" and on the last category which was comprehension teaching strategy got an average of 4.27 which was interpreted as "favorable".

Table 8

Summary of Frequency Distribution and Average Rating of Evaluators

Responses

Criteria	Average Rating	Verbal Interpretation
Objectives	4.13	Favorable
Content	3.90	Favorable
Clarity	4.03	Favorable
Usefulness	4.40	Highly Favorable
Comprehension Teaching Strategy	4.27	Favorable

The results of the evaluation show that the evaluators agreed that the developed instructional resource material is favorable thus will be helpful for the teachers in teaching Reading.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary and findings of the study, states the conclusions drawn, and the recommendations it seek to forward.

Summary of Findings

Based on the study conducted, the following are the results:

1. The least mastered skills in Reading of Grade III pupils based on PELC as shown in the results of 2012-2013 National Achievement Test and 2011-2012 Division Achievement Test were as follows: 1) predicting outcome, 2) identifying cause and effect, 3) distinguishing between facts and fantasy in a story read, 4) making inference, 5) getting the main idea, 6) drawing conclusion, 7) sequencing events in the story thru a group of sentences, and 8) noting explicit and implied details from a story read.
2. The least mastered skills of Grade III pupils in Reading as perceived by the Grade III teachers were ranked as follows: 1) getting the main idea- select an appropriate title to a given selection. 2) noting explicit and implied details from a story read, 3) making inference- infer what happened before or after an event, 4) perceiving relationship – identify cause-effect relationship, 5) drawing conclusion using passages/ pictures as stimuli, 6) predicting outcome- select an appropriate ending to a given situation, 7) sequencing events in the story thru a group of sentences, 8) distinguishing between facts and fantasy in a story read.

3. The developed instructional resource materials employed different teaching strategies in teaching the eight least mastered skills in reading. It was composed of two parts. The first part provided a brief background, purpose, and procedure of a specific strategy and the second part was the eight lesson plans employing different teaching strategies and activities that were believed to help the pupils in comprehending the text.

Conclusion

Based on the data obtained from the conduct of the study, the following conclusions were formulated.

1. There were some fundamental reading skills that Grade three pupils were deficient in.
2. Based on the perception of Grade III teachers as to the least mastered skills of the Grade III pupils in Reading, it was found out that the skills that were difficult to teach were ranked the same as the perceived least mastered skills of the pupils. Thus, when the teacher find a specific skill difficult to teach it will also be difficult for the pupils to learn the said skill.
3. Instructional resource materials in teaching reading comprehension can be developed using the following steps: Design stage, Development stage, Evaluation phase and Revision and finalization stage.
4. The developed instructional resource materials in teaching reading was evaluated as favorable in terms of objectives, content, clarity, and

comprehension teaching strategy while usefulness was evaluated as highly favorable.

Recommendations

With the findings and conclusions at hand, the following recommendations were offered:

1. Teachers should be fully equipped with the knowledge of teaching strategies in Reading to help the pupils in aiding comprehension.
2. The prepared lesson plans would be a great help as models to English teachers in the proper implementation of the teaching strategy in actual reading classes.
3. The suggested teaching reading comprehension strategy that were provided in this study may be subjected to another validation from different evaluators to determine the level of appropriateness and effectiveness of the teaching strategies for the improvement of the reading comprehension skills of the grade III pupils.
4. The teacher concerned may modify or improve the engagement activities that would suit to their own class needs, proficiency level, and setting.
5. The teachers should be encouraged to develop other supplementary instructional resource materials in teaching Reading.
6. Further researcher on preparation of instructional materials in reading be done across levels.

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Appendix A

Instructional **R**esource

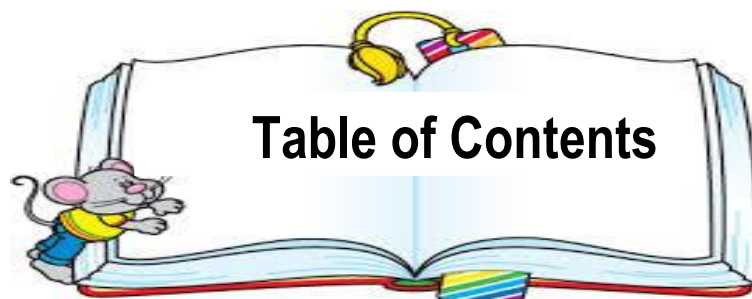
Materials in **T**eaching

Reading

For Grade III Teachers



PREPARED BY: GLENDLE L. LUNAR



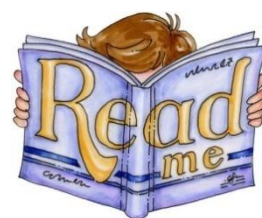
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Overview



These instructional materials are made for Reading Teachers. They aim to enhance the use of different strategies in teaching reading. They also aim to provide teachers with prototype lesson plans using the identified skills in reading found in the Philippine Elementary Learning Competencies (PELC).

The materials are divided into two parts. The first part is the list of different teaching strategies in reading that are used in the lesson plan. It includes a short description of the background of the strategy, its purpose and the procedure. The second part is the eight prototype lesson plans. They employ pre reading, during reading, and post reading activities. Each learning activity is carefully selected and tailored to the needs of the target learners. The questions, discussions, and the use of a particular strategy intend to develop pupils' comprehension of the story leading to the use of a specific comprehension skill. The group activities contain different levels of difficulty to cater the needs of a heterogeneous class. These activities encourage each pupil to relate to their experiences, support one another and enjoy while learning.





TEACHING READING STRATEGIES

These instructional materials support a more recent theory in reading known as the schema theory. The goal of schema theory is to describe interaction between what is in the text and how the information is shaped and stored by the reader. Schemata, according to Rumelhart and Ortony, cited in the study of Sheridan, represent generic concept which is stored in the memory. It is believed that the meaning does not lie solely in print itself but interacts with the cognitive structure or schema already present in the reader's mind. Generalized schemata allow us to learn or make sense of a wide array of information or very abstract ideas, and these generalized schemata can be modified or adapted as we learn new information.

The following teaching strategies are being suggested together with cooperative learning as an approach to organizing classroom activities into academic and social learning experiences. These theories when used in classroom activities are assumed to help the pupils activate their prior knowledge and interact with the text for better reading comprehension.

A. Pre Reading Strategies

1. Anticipation Guide
2. What I Know-Want-Learned (KWL)
3. Character Quotes
4. Opinionnaires/ Questionnaires
5. Preview-Predict and Confirm
6. Concrete Experiences
7. Books Boxes

B. During Reading Strategies

1. Jigsaw Method
2. Reading Guide
3. Directed Reading Activity (DRA)
4. Directed Reading Thinking Activity (DRTA)
5. Event Map
6. Think-Pair Share

C. Post Reading Strategies

1. Graphic Organizers
2. Question and Answer Relationship (QAR)
3. Concept Formation



A. Pre Reading Strategies

1. Anticipation Guide

Background

An anticipation guide is a comprehension strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text; they're often structured as a series of statements with which the students can choose to agree or disagree. Anticipation guides stimulate students' interest in a topic and set a purpose for reading.

Purpose

They teach students to make predictions, anticipate the text, and verify their predictions. They connect new information to prior knowledge and build curiosity about a new topic.

Procedure

1. Construct the anticipation guide. Construction of the anticipation guide should be as simple as possible for younger students. Write four to six statements about key ideas in the text; some true and some false. Include columns following each statement, which can be left blank or can be labeled *Yes*, or *No* (*Maybe* can also be used).
NOTE: Teachers may wish to create an additional column for revisiting the guide after the material has been read.
2. Model the process. Introduce the text or reading material and share the guide with the students. Model the process of responding to the statements and marking the columns.
3. Read each of the statements and ask the students if they agree or disagree with it. Provide the opportunity for discussion. The emphasis is not on right answers but to share what they know and to make predictions.
4. Read the text aloud or have students read the selection individually. If reading aloud, teachers should read slowly and stop at places in the text that correspond to each of the statements.
5. Bring closure to the reading by revisiting each of the statements.

References:

Rasinski, Timothy and Padak, Nancy (2004). Effective Reading Strategies: Teaching Children Who Find Reading Difficult. New Jersey: Pearson Education, Inc.
<http://www.adlit.org/strategies/19712/>
http://www.readingrockets.org/strategies/anticipation_guide/

2. KWL Learning Visual Concept Diagram

Background

KWL was created by Donna Ogle in 1986 is a teaching strategy that helps pupils develop tactical ways to learn new material with the use of questioning and accessing information from reliable sources. This strategy can be effective in promoting independence in learning. The ages and stages of development will determine the role the teacher plays in guiding pupils through the KWL process. However, if the model is used for the first time, it is highly recommended that the teacher directs the process and models the steps.

Principles Components

KWL represents three principle components:

K = what is "known" [K] according to prior knowledge

W = determining what pupils "want" [W] to learn

L = identifying what pupils "learned" [L] after instructional events

Procedure

1. Use a KWL worksheet with your pupils and begin with asking them what they know about a given topic. Generate as many ideas on the topic as possible relying on pupils' prior knowledge. Record the ideas in the first column. This completes the "K" component of the strategy (what is known.)
2. Once the "K" column is complete with all possible ideas, begin to categorize the information. This step helps pupils to organize information that is then used to structure the content for the next step: formulating questions to be investigated that bring more meaning and clarity to the topic.
3. Based on step 2, pupils are ready to generate questions that are the basis for the second component: the "W" of the strategy (what pupils want to learn). Once the questions are formulated and agreed upon, record the list in the second column.
4. This step depends on the developmental stages and needs of pupils. In any case, this step includes accessing, reading, researching or collecting information from sources provided by the teacher or from sources pupils independently use to respond to the questions formulated. In this

step, pupils may generate more questions as they find information to support their topic (that can be added to the list in the column representing the "W" of the strategy).

5. Simultaneously, as they complete step 4, new information can be recorded in the "L" column (what pupils learn).
6. Once the "L" column is complete and pupils determine that they have enough information on the topic they have been investigating, categorize the information and create statements about the topic (new knowledge).
7. This last step can be implemented in a variety of ways. The information on any given topic can be represented in a summary or outline (writing exercise), or in a graphic organizer (mapping, charts, etc.).

References:

Readence, John E., Moore David W., and Rickleman Robert J.(2002). *Prereading Activities for Content Area Reading and Learning*. International Reading Association Inc., Newark, Delaware.
Tierney, Robert J, Readence John E and Dishner, Ernest K. (1990). *Reading Strategies and Practices*.

3. Character Quotes

Background

Readers can learn much about the beliefs, feelings and personalities of characters from the voices that authors give them.

Purpose

Small group of pupils read a character quote and talk about what the quote reveals about the character before reading the text (Buehl, 2001).

Procedure

1. Teacher selects the quotes that reflect the various facets of the character's personality.
2. Teacher then writes the quotes on separate pieces of paper or index cards and provides each group with one quote.
3. In their small groups, the pupils read the quote and generate one or more words to describe the character.
4. After each group records words based on its quote, the teacher lists the words on a chart and informs the pupils that the words all describes the same character.
5. The pupils discuss what they think they know about the character and share predictions about the themes, issues or events in the story as well.

6. The pupils can return to the chart as they read the story and add or change words based on a growing understanding of the character.

Reference:

Yopp, Ruth Helen and Yopp, Hallie Kay. (2010). *Literature-Based Reading Activities*. Boston, MA: Pearson Education Inc.

4. Opinionnaires / Questionnaires

Background

Opinionnaires/ Questionnaires (Reasoner, 1976) are useful tools for helping readers examine their own values, attitudes, opinions or experiences before they read the book. Constructing Opinionnaires / Questionnaires is very much like constructing an anticipation guide.

Purpose

The purpose of this activity is to facilitate pupils' thinking about their own attitudes and experiences related to selected issues, not to elicit "correct" responses. The teacher should be accepting of all responses and avoid valuing some opinions more than others.

Procedure

1. The teacher first identifies themes, ideas, or major events around which to focus discussion.
2. Then the teacher generates questions to tap pupils' opinion, attitudes, or past experiences related to those themes. Some opinionnaires / questionnaires may be open-ended, whereas others may be more structured and offer pupils a checklist of possible responses.

Reference:

Yopp, Ruth Helen and Yopp, Hallie Kay. (2010). *Literature-Based Reading Activities*. Boston, MA: Pearson Education Inc.

5. Preview Predict and Confirm

Background

The pupils preview a book, make predictions about the language and content, and confirm or reject their predictions after reading. This activity provides excellent opportunity for the teacher to assess pupils' readiness for a text.

Purpose

It contributes to vocabulary development and activates and builds relevant background knowledge as pupils think about words related to a topic and then semantically organize them. It also promotes engagement in strategic reading as pupils generate questions about the book and establish purposes for reading.

Procedure

1. The activity begins with the pupils previewing a book or story by looking at each page as teacher shares the book or by independently turning the pages of their copies.
2. The teacher asks the pupils to predict words they think the author may have used in the book without looking back at it. Three or four words are elicited, and the teacher asks for reasons the pupils think the words are in the book.
3. After several predictions are discussed, the teacher organizes the pupils into groups of three or four. Each group is provided with 30 to 40 (or fewer depending on the ages of the pupils) small blank cards and the pupils are asked to predict as many words as they can and to record one word on each card. Pupils are told not to record words unrelated to the specific content of the book.
4. After pupils have generated and recorded their words, they sort them into categories. Within their small groups, pupils negotiate categories with one another, drawing on their observations and background knowledge to make decision about which word fir together.
5. Have each small group of pupils select three words from their cards: a word they think is common to all groups, a word they think is unique to their group, and an interesting word. A representative from each group reveals his or her group's common words prediction, and the teacher notes overlap among groups' predictions and asks why the word were chosen and what they reveal about the pupils' prediction about the book.
6. Finally the pupils read or listen to it read aloud. As the book is read, pupils note whether their predicted words were used by the author. Whole group or small group discussion during or after the reading includes highlighting the author's use of predicted words including how the words were used, as well as identifying words that might be added to categories in group's collection.

Reference:

Yopp, Ruth Helen and Yopp, Hallie Kay. (2010). *Literature-Based Reading Activities*. Boston, MA: Pearson Education Inc.

6. Concrete Experiences

Background

Concrete experience supports pupils' understanding of a text by engaging them with the objects, concepts, or events discussed in the text prior to reading about them. Concrete experiences might include observations, investigations, or simulations.

Purpose

According to Guthrie and Ozgungor (2002) concrete experiences or real world interactions have both cognitive and motivational benefits. One is they cause pupils to activate prior knowledge and second is that they prompt pupils to ask questions, a strategy known to enhance comprehension. (Yopp and Yopp, 2010).

Procedure

1. Teacher identifies object/s that is / are important or included in the story.
2. Teacher will use realia of the identified object.
3. Teacher provides pupils with opportunities to observe, touch manipulate and investigate real objects and discuss their experiences with peers prior to sharing related texts with them.
4. Call on pupils to experience or manipulate the object and have them share their experience in the class.

Reference:

Yopp, Ruth Helen and Yopp, Hallie Kay. (2010). *Literature-Based Reading Activities*. Boston, MA: Pearson Education Inc.

7. Books Boxes

Background

The book box activity stimulates thinking about a selection and builds anticipation as pupils are shown objects that serve as clues to text's content.

Purpose

The book box activity is valuable for a number of reasons. Pupils bring their experiences and knowledge to discussions with peers, and pupils mental activity becomes public as they

generate and explain predictions and share their thinking with one another. The use of objects is motivating and provides nonverbal supports for understanding. Also higher order thinking is demanded as pupils consider the relationships among a number of objects and evaluate the adequacy of their predictions as additional information is revealed.

Procedure

1. The teacher begins by informing the pupils that they soon will be reading a story and that there are several objects in the box that are somehow related to the story.
2. The teacher draws one object from the box at a time.
3. Pupils identify the object. (this is particularly important when it is unusual or unfamiliar)
4. In small groups talk about the object and begin to generate predictions about the content of the book.
5. After several predictions are shared with the entire group, a second object is drawn from the box. pupils once again engage in discussion, first in small groups and then as they share their thinking with the entire group.
6. As each new object is drawn from the box, pupils predictions about the selection are extended and revised.
7. After pupils have seen all the objects, they make final predictions that must account for each object

Reference:

Yopp, Ruth Helen and Yopp, Hallie Kay. (2010). *Literature-Based Reading Activities*. Boston, MA: Pearson Education Inc.



B. During Reading Strategies

1. Jigsaw Method

Background

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Purpose

Jigsaw is a well-established method for encouraging group sharing and learning of specific content. This technique can be used as an instructional activity across several days and is best to use when there is a large amount of content to teach.

Jigsaw helps students learn cooperation as group members share responsibility for each other's learning by using critical thinking and social skills to complete an assignment. Subsequently, this strategy helps to improve listening, communication, and problem-solving skills.

Monitoring each student's participation within the groups provides teachers with information about how much the students already know about the topic. This allows teachers to tailor instruction accordingly.

Procedure

Teachers can use the following steps when developing the jigsaw strategy for a class:

1. Introduce the technique and the topic to be studied.
2. Assign each student to a "home group" of 3-5 students who reflect a range of reading abilities.
3. Determine a set of reading selections and assign one selection to each student.
4. Create "expert groups" that consist of students across "home groups" who will read the same selection.

5. Give all students a framework for managing their time on the various parts of the jigsaw task.
6. Provide key questions to help the "expert groups" gather information in their particular area.
7. Provide materials and resources necessary for all students to learn about their topics and become "experts".
8. Discuss the rules for reconvening into "home groups" and provide guidelines as each "expert" reports the information learned.
9. Prepare a summary chart or graphic organizer for each "home group" as a guide for organizing the experts' information report.
10. Remind students that "home group" members are responsible to learn all content from one another.

Note: It is important that students have experience with small group learning skills before participating in the jigsaw strategy. It is also important that the reading material assigned is at appropriate instructional levels.

Implementation

Students are directed to read the selection of text assigned to them. When the reading has been completed, the students meet for approximately 20 minutes with others assigned to the same topic. They discuss the material, identify the most important learning points, and return to their "home groups" to instruct the others about information in which they have become an "expert". Each student takes turns teaching what he or she has learned to the other "home group" members. During this process teachers should:

1. circulate to ensure that groups are on task and managing their work well;
2. ask groups to stop and think about how they are checking for everyone's understanding
3. and ensuring that everyone's voice is heard; and
4. monitor the comprehension of the group members by asking questions and rephrasing information until it is clear that all group members understand the points.

If appropriate, have students fill out a graphic organizer in the "home group" to gather all the information presented by each "expert". "Home groups" then present results to the entire class, or they may participate in some assessment activity. Teachers may assign a team grade based upon academic and cooperative performance.

References:

<http://www.readingrockets.org/strategies/jigsaw/>

2. Reading Guides

Background

Reading Guides help students navigate reading material, especially difficult textbook chapters or technical reading. Students respond to a teacher-created written guide of prompts as they read an assigned text. Reading Guides help students to comprehend the main points of the reading and understand the organizational structure of a text.

Purpose

Reading Guides are teacher-created and may be developed for a variety of subjects and reading levels. The strategy is especially helpful when used with text that is more difficult than students could comprehend through independent reading. Reading Guides may be used with the whole class, small groups or for individual work.

Procedure

1. The teacher determines the major concepts from an assigned text and considers each students' knowledge related to the concepts.
2. Then write items designed to guide readers through the major ideas and supporting details of the text. Guides may be phrased as statements or as questions.
3. Begin the activity by introducing the assigned text and discussing the main concepts. Then present the items on the Reading Guide.
4. Pupils read the assigned text and complete the tasks on the Reading Guides during the reading process. Monitor and support students as they work.

Note: As students gain proficiency at completing Reading Guides, they may design their own guides and provide support for one another.

Sample content for a reading guide

The following is a list of sample items that teachers might include on a Reading Guide:

- What is the main idea of the text?
- The author's purpose for writing the text is...
- The author discusses the differences between ____ and ____ .
- What are the important dates discussed in the reading?
- The most significant contribution of ____ was...
- What might be your personal experiences related to the reading?
- The author's motivation for writing the text was...

References:

http://www.readingrockets.org/strategies/reading_guide/

3. Directed Reading Activity (DRA)

Background

The DRA is a teaching strategy developed as a comprehensive means of guiding pupils through a text selection and can be used as a unit based or lesson based strategy. It is synonymous with the basal reader lesson. Betts (1946) compiled the guidelines that various authors of basal readers generally recommended for teaching their reading selections.

Purpose

The purpose of Directed Reading Activity is to: (1) give teachers a basic format from which to provide systemic instruction on a group basis; (2) improve pupils' word recognition and comprehension skills; and (3) successfully guide pupils through a reading selection.

Procedure

Stage 1: Readiness

a. *Develop concept background.* The teacher connect the new concepts that the pupils will be exposed to in the reading selection with their past experiences or readings.

b. *Create interest.* The teacher attempts to create interest in the early stage. Introduce the title, various illustrations, use of multimedia material or experiences to arouse the pupils' interest.

c. *Introduce new vocabulary.* The teacher may use the word orally and visually, followed by a visual presentation on the board using meaningful sentences.

d. *Establish purpose.* The teacher poses questions for the pupils to answer in their silent reading. The overall questions for the pupils is "What are the pupils reading for?"

Stage 2: Directed Silent Reading

Following the readiness stage of the DRA, the pupils should read the selection silently to seek answers to the purpose questions that the teacher has set.

Stage 3: Comprehension Check and Discussion

Discussion activities follow each silent reading segment that is assigned.

Stage 4: Oral Rereading

This stage of the DRA may occur in conjunction with the previous stage or the teacher may use it to set new purpose for reading. Rereading may also occur if the pupils are confused about one of the discussion questions.

Stage 5: Follow-up Activities

Follow up activities include experiences that build and extend skill development and activities that add to, or enrich pupils understanding of the concept in the story.

References:

- Rasinski, Timothy and Padak, Nancy (2004). *Effective Reading Strategies: Teaching Children Who Find Reading Difficult*. New Jersey: Pearson Education, Inc.
- Readence, John E., Moore David W., and Rickleman Robert J. (2002). *Prereading Activities for Content Area Reading and Learning*. International Reading Association Inc., Newark, Delaware.
- Tierney, Robert J, Readence John E and Dishner, Ernest K. (1990). *Reading Strategies and Practices*.

4. Directed Reading Thinking Activity (DRTA)

Background

The Directed Reading Thinking Activity (DRTA) Developed by Russell Stauffer in 1969 is a strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.

Purpose

This strategy helps strengthen reading and critical thinking skills. As the teacher guides the process, the DRTA teaches students to determine the purpose for reading and make adjustments to what they think will come next based on the text.

Procedure

1. Determine the text to be used and pre-select points for students to pause during the reading process.
 2. The reading should be broken into small sections so that the students have time to think about and process information. The amount of reading should be adjusted to fit the purpose and the difficulty of the text. Introduce the text, the purpose of the DRTA and gives examples of how to make predictions. Be aware of the reading levels of each student, and be prepared to provide appropriate questions, prompts, and support as needed. Encourage students not to be intimidated by taking a risk with predictions and not to feel pressure to state only correct predictions.
- D - DIRECT - Teachers direct and stimulate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other explanatory materials. Then teachers should use open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?"). Students should be encouraged to justify their responses and activate prior knowledge.

R - READING - Teachers should have students read up to the first pre-selected stopping point in the text. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until students have read each section of the passage.

T - THINKING - At the end of the reading, teachers should have students go back through the text and think about their predictions. Students should verify or modify the accuracy of their predictions by finding supporting statements in the text. The teacher deepens the thinking process by asking questions such as:

What do you think about your predictions now?

What did you find in the text to prove your predictions?

What did you find in the text that caused you to modify your predictions?

NOTE: Writing may be included as part of the DRTA. As students become more comfortable with this strategy, have each student write predictions in a learning log or on a piece of paper. Then, in small groups, students can discuss their predictions and share their thinking processes. Next ask students to write summary statements about how their predictions compared to the passage.

References:

Rasinski, Timothy and Padak, Nancy (2004). *Effective Reading Strategies: Teaching Children Who Find Reading Difficult*. New Jersey: Pearson Education, Inc.

Readence, John E., Moore David W., and Rickleman Robert J. (2002). *Prereading Activities for Content Area Reading and Learning*. International Reading Association Inc., Newark, Delaware.

Tierney, Robert J, Readence John E and Dishner, Ernest K. (1990). *Reading Strategies and Practices*.

<http://www.nea.org/tools/directed-reading-thinking-activity.html>

<http://www.readingrockets.org/strategies/drtat/>

5. Event Map / Story Map

Background

An event map / story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. There are many different types of event map/ story map graphic organizers. The most basic focus is on the beginning, middle, and end of the story. More advanced organizers focus more on the plot or character traits.

Purpose

They improve students' comprehension

They provide students with a framework for identifying the elements of a story.

They help students of varying abilities organize information and ideas efficiently.

Procedure

1. Discuss the main components of a story (e.g., characters, setting, plot and theme OR beginning, middle, end).
2. Provide each student with a blank event map organizer and model how to complete it.
3. As students read, have them complete the story map. After reading, they should fill in any missing parts.

Reference:

<http://storienteer.info/the-resources/event-mapping/>

6. Think-Pair-Share

Background

Think-Pair-Share (TPS) is a collaborative learning strategy that was first developed by Professor Frank Lyman at the University of Maryland in 1981 and adopted by many writers. TPS let the pupils work together to solve a problem or answer a question about an assigned reading. This technique requires pupils to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage pupils in comprehending the reading material.

Purpose

The Think-Pair-Share strategy is a versatile and simple technique for improving students' reading comprehension. It gives students time to think about an answer and activates prior knowledge. TPS enhances students' oral communication skills as they discuss their ideas with one another. This strategy helps students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions.

Procedure

The teacher decides upon the text to be read and develops the set of questions or prompts that target key content concepts. The teacher then describes the purpose of the strategy and provides guidelines for discussions. As with all strategy instruction, teachers should model the

procedure to ensure that students understand how to use the strategy. Teachers should monitor and support students as they work.

1. T : (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.
2. P : (Pair) Each student should be paired with another student or a small group.
3. S : (Share) Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

Variation:

Teachers can modify this strategy and include various writing components within the Think-Pair-Share strategy. This provides teachers with the opportunity to see whether there are problems in comprehension. Teachers can create a Read-Write-Pair-Share strategy in which students:

1. R: Read the assigned material;
2. W: Write down their thoughts about the topic prior to the discussions;
3. P: Pair up with a partner
4. S: Share their ideas with a partner and/or the whole class.

References:

http://www.eazhull.org.uk/nlc/think,_pair,_share.htm
<http://www.readingrockets.org/strategies/think-pair-share/>





C. Post Reading Strategies

1. Graphic Organizers

Background

A graphic organizer is a visual communication tool that uses visual symbols to express ideas and concepts, to convey meaning. A graphic organizer often depicts the relationships between facts, terms, and or ideas within a learning task. It is often referred to as a "map" because it can help teachers and students "map out" their ideas in a visual manner. There are many similar names for graphic organizers including: knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.

Purpose

The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction. Most graphic organizers form a powerful visual picture of information and allow the mind 'to see' undiscovered patterns and relationships. Although they have been applied across a range of curriculum subject areas, reading is by far the most well practiced application. Science, social studies, language arts, and math are more recent areas in which graphic organizers are being applied.

Procedure

1. Introduce a specific graphic organizer. It is important to introduce only one at a time. Describe its purpose and form. You might show a completed one. Discuss when to use it.
2. Explain and model the use of the organizer. Work through it using materials pupils are familiar with, perhaps a selection you have read as a class.
3. Have pupils apply the organizer to a given selection. Give them a blank organizer to complete with information pertaining to that selection. As they read the selection, have them note the elements that correspond to the labels in the organizer. This activity may be done effectively with cooperation.
4. Suggest that pupils share their completed organizers. Encourage them to explain how and why they made decision they did. Allow them to comment on the effectiveness of the process and the result. Give then feedback.

5. Encourage pupils to develop their own.

Types of Graphic Organizers

1. Story Map –used to show how information and parts of a work of fiction fit together.
2. Venn Diagram – used for comparing and contrasting.
3. Timeline – used to organize information according to chronological order.
4. Cluster Map – used to elaborate on a central idea. Information and details are clustered around a central idea.
5. Web – used to describe a central idea, a thing , a concept, or a process. Information and attributes are detailed in webbed lines.
6. Main Idea and Details Table – used to show how a series of details lead to a major conclusion and how details support a main idea.
7. Series of Events Chart – used to show the flow of events in chronological order.

References:

Rasinski, Timothy and Padak, Nancy (2004). *Effective Reading Strategies: Teaching Children Who Find Reading Difficult*. New Jersey: Pearson Education, Inc.

Readence, John E., Moore David W., and Rickelman Robert J. (2002). *Prereading Activities for Content Area Reading and Learning*. International Reading Association Inc., Newark, Delaware.

Tierney, Robert J, Readence John E and Dishner, Ernest K. (1990). *Reading Strategies and Practices*.
<http://olc.spsd.sk.ca/DE/PD/instr/strats/graphicorganizers/>

2. Question-Answer Relationship (QAR)

Background

The question–answer relationship (QAR) strategy was developed by Taffy Raphael to help students understand the different types of questions. By learning that the answers to some questions are "Right There" in the text, that some answers require a reader to "Think and Search," and that some answers can only be answered "On My Own," students recognize that they must first consider the question before developing an answer.

Purpose

It can improve students' reading comprehension.

It teaches students how to ask questions about their reading and where to find the answers to them.

It helps students to think about the text they are reading and beyond it, too.

It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.

Procedure

1. Explain to students that there are four types of questions they will encounter. Define each type of question and give an example.
 - * Four types of questions are examined in the QAR:
 - a. Right There Questions: Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.
 - b. Think and Search Questions: Answers are gathered from several parts of the text and put together to make meaning.
 - c. Author and You: These questions are based on information provided in the text but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.
 - d. On My Own: These questions do not require the student to have read the passage but he/she must use their background or prior knowledge to answer the question.
2. Read a short passage aloud to your students.
3. Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.
4. Show students how find information to answer the question (i.e., in the text, from your own experiences, etc.).

References:

- Rasinski, Timothy and Padak, Nancy (2004). *Effective Reading Strategies: Teaching Children Who Find Reading Difficult*. New Jersey: Pearson Education, Inc.
- Readence, John E., Moore David W., and Rickleman Robert J. (2002). *Prereading Activities for Content Area Reading and Learning*. International Reading Association Inc., Newark, Delaware.
- Tierney, Robert J, Readence John E and Dishner, Ernest K. (1990). *Reading Strategies and Practices*. <http://libguides.rtc.edu/content.php?pid=104653&sid=1135151>

3. Concept Attainment

Background

Concept Attainment is an indirect instructional strategy that uses a structured inquiry process. It is based on the work of Jerome Bruner. In concept attainment, students figure out the attributes of a group or category that has already been formed by the teacher. To do so, students compare and contrast examples that contain the attributes of the concept with examples that do not contain those attributes. They then separate them into two groups. Concept attainment, then, is the search for and identification of attributes that can be used to distinguish examples of a given group or category from non-examples.

Purpose

Concept attainment is designed to clarify ideas and to introduce aspects of content. It engages students into formulating a concept through the use of illustrations, word cards or specimens called examples. Students who catch onto the idea before others are able to resolve the concept and then are invited to suggest their own examples, while other students are still trying to form the concept. For this reason, concept attainment is well suited to classroom use because all thinking abilities can be challenged throughout the activity. With experience, children become skilled at identifying relationships in the word cards or specimens. With carefully chosen examples, it is possible to use concept attainment to teach almost any concept in all subjects.

Advantages:

- helps make connections between what students know and what they will be learning
- learn how to examine a concept from a number of perspectives
- learn how to sort out relevant information
- extends their knowledge of a concept by classifying more than one example of that concept
- students go beyond merely associating a key term with a definition
concept is learned more thoroughly and retention is improved

Procedure

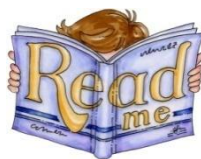
1. Select and define a concept
2. Select the attributes
3. Develop positive and negative examples
4. Introduce the process to the students
5. Present the examples and list the attributes
6. Develop a concept definition
7. Give additional examples
8. Discuss the process with the class
9. Evaluate

References:

<http://olc.spsd.sk.ca/DE/PD/instr/strats/formation/>

http://education.ucsb.edu/webdata/instruction/hss/Concept_formation/ConceptFormation.html

<http://olc.spsd.sk.ca/DE/PD/instr/strats/cattain/>



Lesson Plan Matrix

Skills	Story	Prereading	During Reading	Post Reading
1. Getting the Main idea	A Desert Animal	Anticipation Guide	Jigsaw Method	Graphic Organizer
2. Noting details	A Bee Family	KWL	Reading Guide	QAR
3. Making inference	The Suspect	Character quotes	DRA / reading guide	Graphic Organizer
4. Identify Cause and Effect Relationship	The Boy who Cried Wolf	Opinionnaires/ Questionnaire	DRTA	QAR/ graphic organizer
5. Drawing conclusion	Three Wishes (Old FolkTale)	Anticipation Guide	Event Map	Graphic Organizer
6. Predicting outcome	Bruce and the Spider	Preview-Predict and Confirm	DRTA	Graphic Organizer
7. Sequencing Events	The Stone in the Road	Concrete experience	Think –Pair Share	Graphic Organizer
8. Identifying reality or fantasy	First Monkey	Book boxes	Think-Pair Share	Concept Attainment

Getting the Main Idea using Jigsaw Method

I. Learning Objectives

- a. Get the main idea in the selection read
- b. Give an appropriate title in a given paragraph
- c. Cite ways on how to take care of animals

II. Subject Matter

- a. Topic: Getting the Main Idea
- b. Reference: Facing Challenges through Reading 3, Building Bridges 3
- c. Materials: video clip, activity card, pictures, charts, worksheet, Anticipation Guide Chart
- d. Story: A Desert Animal
- e. Value: Caring for animals

Day 1

III. Procedure

A. Pre Reading Activities

1. Motivation using a Video Clip (10 minutes)

Ask: *Have you seen the movie "Chipmunks"?*

Let the pupils watch the video clip on this site:

http://www.youtube.com/watch?v=-RP19fnff_c

After watching the video, say: *There is another animal that looks a lot like chipmunks. Let us find out what kind of animal this is.*



2. Unlocking of Difficulties using Picture Clues (10 minutes)

The teacher uses picture clues to unlock the difficult words in the selection. Then ask the pupils to use the unlocked words in a sentence.

Match column A to find the meaning of the word on the picture on column B.

A

B

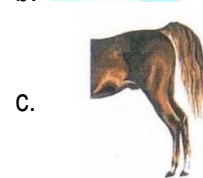
1. burrow

2. hind legs

3. tuft of hair

4. desert

5. tunnel



Sentence prompt: Fill in the correct word to complete the sentence.

1. The _____ is where rats live.
2. The back legs of a horse are also called _____.
3. The _____ is a long dark place.
4. In the _____ there is no water or plants.
5. The horse has a _____ of hair on his head.

3. Activating Prior Knowledge using Anticipation Guide (10 minutes)

Say: *The table presented is called the anticipation guide. Let's try to fill in the before reading column by reading the statements.*

Check the column whether you agree or disagree with the statement on the right.

Before Reading		Statements	After Reading	
Agree	Disagree		Agree	Disagree
		1. Kangaroo rats are like a very small kangaroos.		
		2. Kangaroo rats can move fast in long jumps and hops.		
		3. Kangaroo rats hide in our house.		
		4. Kangaroo rats eat cheese and fish.		
		5. Kangaroo rats never drink water		

B. During Reading Activities

1. Setting of Standards in Reading
2. Presentation using Jigsaw Method (40 minutes)

Say: Today we are going to learn all about kangaroo rat, i.e. its habitat, food, activities and the like.

Teacher introduces the method and the topic to be discussed. Assign pupils to a "Home Group". Then create "Expert Groups" that consists of pupils across "Home groups" who will read the same selection. Distribute the activity card for each expert group. Give 15 minutes to finish the activity in "expert's group". Upon finishing the activity in the expert's group, the "experts" return to their respective "home groups" to teach the new information learned to their group members. The teacher then distributes the worksheet for the "home group" to answer.

Expert Group 1 - My Family and our Appearance (Read paragraphs 1-2)

Read and understand the selection. Discuss and answer the questions that follow.

A Desert Animal



¹ The kangaroo rat is a small desert animal. It belongs to the same order of animals that rats, mice, chipmunks and squirrels belong to.

² "Kangaroo rat" is a good name for this animal. In a way he is like a very small kangaroo. His hind legs are long and strong. His front legs are short. The body of this little animal measures from four to six inches. The tail is from six to nine inches long. It has a tuft of hair at the end.

Questions:

1. Who are the families of a kangaroo rat? _____
2. Why does it call kangaroo rat? _____
3. Describe the kangaroo rat according to: _____



Size: _____
Hind legs: _____
Front Legs: _____
Body Measurement: _____
Tail Measurement: _____
Tuft of hair: _____

4. What is being talked about in the first paragraph? _____
5. What is being talked about in the second paragraph? _____

Expert Group 2 - The Way I Move (Read paragraph 3)

Read and understand the selection. Discuss and answer the questions that follow.

³ Kangaroo rat has long hind legs and large feet. He can move fast in long hops or jumps. This animal has been known to hop twenty feet in a second. (One hop can be a six-foot hop.) He can also turn around in midair! No wonder his enemies have trouble catching him.



Questions:

1. Describe the legs and feet of a kangaroo rat. _____
2. What movements can it do? _____
3. How many hops can it make in one second? _____
4. Is it easy to catch kangaroo rat? Why or why not? _____
5. What is being talked about in the third paragraph? _____

Expert Group 3 - My Home (Read paragraph 4)

Read and understand the selection. Discuss and answer the questions that follow.

⁴ The kangaroo rat's home is in a large underground burrow. A burrow may have many openings, or doors, and many rooms. This burrow may also have tunnels. It leads from one part to other parts.



Questions:

1. Where is the home of a kangaroo rat? _____
2. What does a burrow have? _____
3. Where do the tunnels connected to? _____
4. What is being talked about in this paragraph? _____

Expert Group 4 – My Activities at Daytime and Night Time
(Read paragraphs 5-6)

Read and understand the selection. Discuss and answer the questions that follow.

⁵ The kangaroo rat lives in desert. It is usually hot in daytime and cool at night. The animal stays in its burrow all day. He closes the burrow while he is in it to keep it cool.

⁶ In the cool of the night, the kangaroo rat comes out of his burrow. He closes its doors at night too. This is the time when he gathers his food. He eats some food and takes some to his burrow to store.



Questions:

1. Where do they live? _____
2. Describe the temperature where they live.
Day time: _____
Night time: _____
3. Where does it stay during day time? _____
4. What is being talked about in paragraph 5? _____
5. What is being talked about in paragraph 6? _____

Expert Group 5 – My Food
(Read Paragraph 7)

Read and understand the selection. Discuss and answer the questions that follow.

⁷ The kangaroo rat's food is mostly seeds from grasses. It doesn't look for water. Even if there were water, this animal wouldn't drink it. The kangaroo rat never drinks! Its body is able to make the water it needs out of just the seeds the rat eats.



Questions:

1. What is the food of a kangaroo rat? _____
2. Do they drink water? _____
3. What would they do if they see water? _____
4. How do they get water? _____

5. Where do they get water instead? _____
5. What is being talked about in paragraph 7? _____

Home Group Worksheet

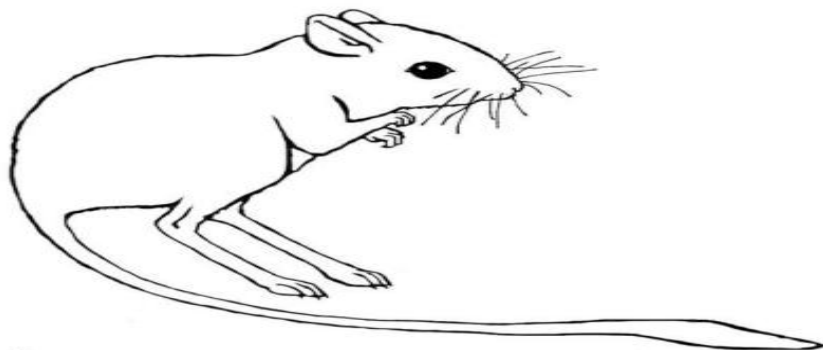
Each home group answers the same worksheet. In this activity, the experts share to the group what they have learned in the “Experts’ Group” activity. The class checks the worksheet.

Answer the following questions. The answer can be found on the paragraph indicated before the question.

Paragraph 1: Name members of the family where kangaroo rat belongs.

Paragraph 2: Describe how the kangaroo rat looks like. Write your descriptions on the box then color the picture below.

Color the Kangaroo Rat



Paragraph 3: What helps the kangaroo rat to move fast? _____

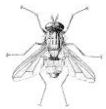
Paragraph 4: Where does it live? How does it look like? Draw it.



Paragraph 5: What does it do at daytime? _____

Paragraph 6: What does it do at night time? _____

Paragraph 7: What does it eat and drink? Encircle the food it eats and cross out the food that it does not eat.



C.
Reading Activities



Post



1. Answering of the anticipation guide

Before Reading		Statements	After Reading	
Agree	Disagree		Agree	Disagree
		1. Kangaroo rats are like a very small kangaroos.	✓	
		2. Kangaroo rats can move fast in long jumps and hops.	✓	

		3. Kangaroo rats hide in our house.		✓
		4. Kangaroo rats eat cheese and fish.		✓
		5. Kangaroo rats never drink water		✓

Ask:

- Did we find answers to our questions?
- What questions do we still have?
- What information did we learn that we did not anticipate before we read?
- What have we learned by reading this selection?
- What was the most interesting, unusual, or surprising information you learned?

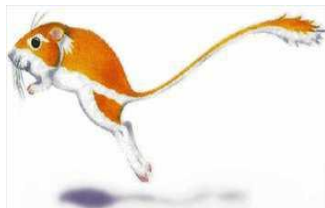
2. Comprehension Check-up

1. Where does the kangaroo rat live?
2. Why does Kangaroo rat never drink water?
3. Do you know any other animals which do not drink water? Or can hold long period without drinking water?
4. Describe the kangaroo rat.
5. What should we do to take care of the animals?

Day 2

3. Analysis and Discussion (20 minutes)

Identify the main idea in each paragraph. Call on pupils to write the number of the paragraph that best fit the title. Write the number of the paragraph on the blank.



- _____ The Kind of Family the Kangaroo Rat Belongs to
- _____ The Kangaroo Rat's Food
- _____ What the Kangaroo Rat does at Night
- _____ The Home of the Kangaroo Rat
- _____ What the Kangaroo Rat does at Daytime
- _____ How the Kangaroo Rat Looks Like
- _____ How the Kangaroo Rat Moves

4. Generalization

What is main idea? The main idea is the most important message of a selection or a paragraph. The main idea is also called the topic. Main idea is often found in the beginning or at the end of the paragraph.

5. Practice Skills

The topic is what a paragraph is about. It is the most important thing a paragraph says about the topic. Write the main idea in the box and details on the right side.

Camels have faces that look too small for their bodies. Their necks are so long they have a curve in them. Camels have thick, rough lips that give them a silly look. The fur that covers the body of a camel is long and shaggy. It looks as if it needs to be combed.



Main Idea:

Details

Details

Details

Details

6. Engagement Activities

Group I

Skunk

Find the main idea and the supporting details by answering the questions below.

There are many different kinds of skunk. The most common kind of skunk is the black skunk. The black skunk has a stripe of white fur that runs along its head, neck and back. Other skunks are hog-nosed skunks and hooded and striped skunks.

What is the main idea? Write your answer on the box.



Main idea:

Shade the correct details in the selection.

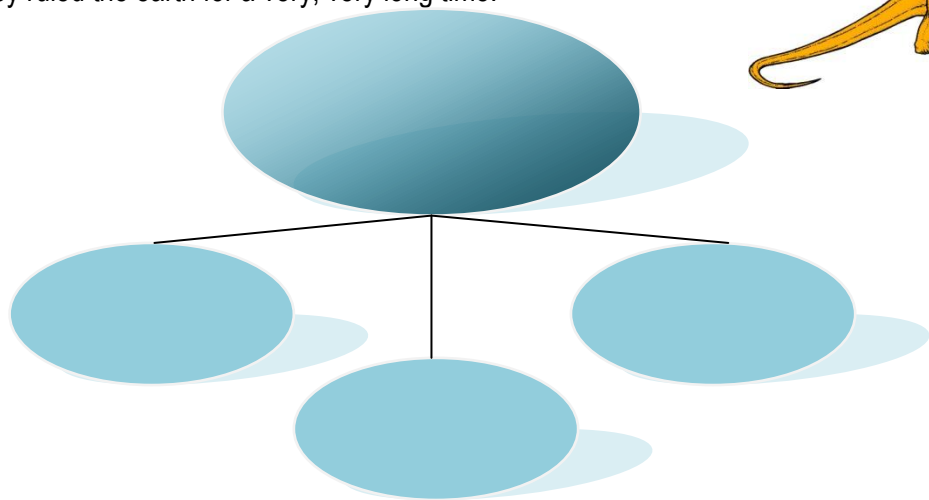
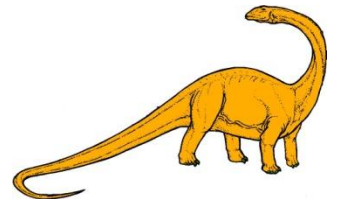
- ☐ Black skunk is the common kind of skunk.
- ☐ Skunk can be found in the city.
- ☐ Dogs can be made as pet.
- ☐ Skunk has white stripes of fur that run along its head.
- ☐ Hog-nosed, hooded and striped skunks are other types of skunks.
- ☐ Animals are everywhere.

Group II

Dinosaurs

Write the main idea of the paragraph in the large oval below. Write the supporting ideas in the small ovals.

Dinosaurs inhabited the Earth millions and millions of years ago. They appeared 200 million years ago. Then they disappeared 65 million years ago. They ruled the earth for a very, very long time.



Group III

Talking Bird

Read the passage. Answer each question about the main idea and circle the letter of your answer. Then write the supporting details in the boxes provided below.

The most popular talking bird is the parakeets. They have beautiful feathers of many bright colors. Just like other talking birds, they have voices that are almost human. They learn to talk by listening to human speech. Of course, they do not know what they are saying. They merely repeat what they have heard someone else say many times over.



Main Idea:

Write the four details in the selection.

Group IV

Shells

Read the passage. Tell what the main idea is by finding the topic sentence. The supporting sentences tell the details.

Shells are home to some animals. Snails live in shells on land. Clams live in shells in water. Both shells keep the animals alive.

What is the main idea of the paragraph? Write the sentence in the box. What are the details? Write the number of the sentence in the boxes.

Main Idea:



Details



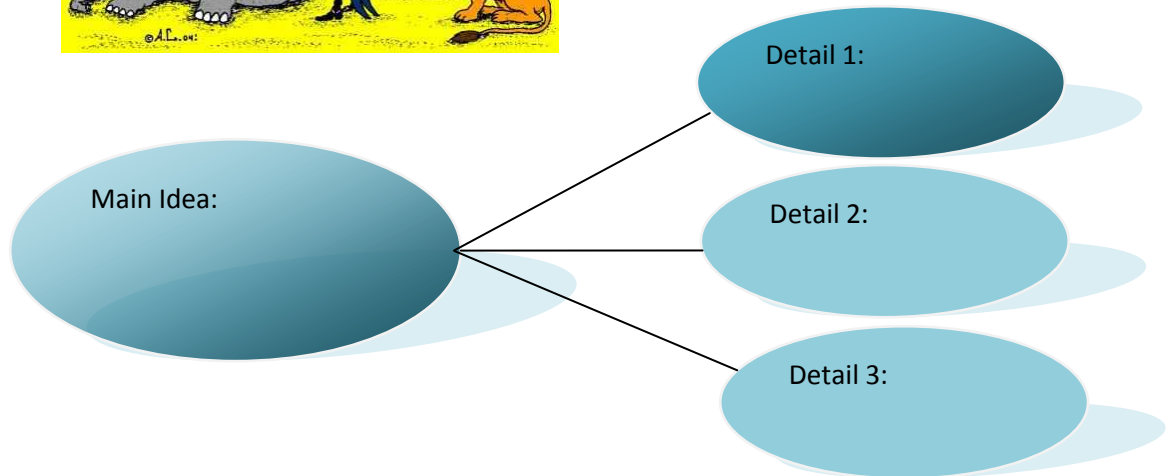
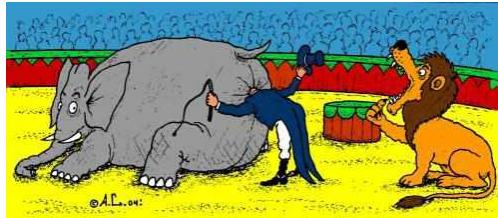
Details

Details

7. Enhancement Activities

Read the story about Pete. As you read, think about the main idea and the details of the story. Then write your answer on the boxes below.

Pete loves to go to the circus. Some people like to watch the elephants. Others like to watch the lion tamers. But not Pete. Pete likes to watch the clowns. The clowns act silly and make him laugh. Pete can't wait for the next circus to come to his town.



IV. Evaluation

Read the following paragraphs and choose the correct main idea for each paragraph.

1. Book fair is exciting and fun. Many interesting books are on sale. Everyone is eager to go to the bookshop to buy a book or two.
 - a. Book fair is exciting and fun.
 - b. Everyone wants to buy books.
 - c. Book fair sells many interesting books.
 - d. There are many interesting books on sale.
2. Insects use their legs for walking and jumping. Their front legs are shorter. Their hind legs are longer. The grasshopper can jump as far as two meters away.

- a. Frogs and grasshoppers can jump.
- b. The grasshopper can jump two meters away.
- c. Insects use their legs for walking and jumping.
- d. Insect's hind legs are longer than their front legs.

3. You must help your parents take care of the animals at home. You can feed the animals well. You can help clean their shelter or give them a bath once in a while. Taking care of your pet animals is a wonderful experience.

- a. Taking care of the animals at home.
- b. Helping your parents is a boring experience.
- c. Caring for animals is a wonderful experience.
- d. Helping parents by taking care of the animals at home.

4. Animals can be classified according to their body coverings. Mammals are covered with hair. Snakes and fishes are covered with scales. Birds have feathers. Amphibians have moist, slimy skin.

- a. Amphibians have moist and slimy skin.
- b. Different animals eat different kinds of food.
- c. Animals are classified according to their body coverings.
- d. Mammals and amphibians have different body coverings.

5. Almost everything around you makes sound. From the time you wake up, you hear your alarm clock telling you to get up fast. You hear some news report over the radio. On your way to school, you hear the sound made by cars, buses, and trucks. All these prove that you live in a world full of sounds.

- a. Noise is everywhere.
- b. The birds make sounds.
- c. Almost everything around us makes sound.
- d. The transportations like buses and cars create loud sound.

IV. Assignment

Copy/ paste information about any animals on your notebook. Identify the main idea in the selection read.

Noting Details using KWL Plus

I. Learning Objectives

- Note explicit and implied details from a story read
- Answer who, what, where when questions
- Enumerate ways on being responsible

II. Subject Matter

- Topic: Noting Details of Selections Read
- Reference: English for You and Me 3 (Reading) page 32
Developing My Reading Power 3 pp.70-71
- Materials: charts, pictures, worksheets, reading guide, activity sheet
- Story: A Bee Family
- Value: Being responsible and helpful

Day 1

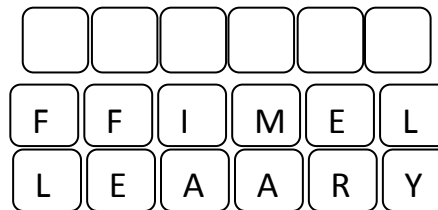
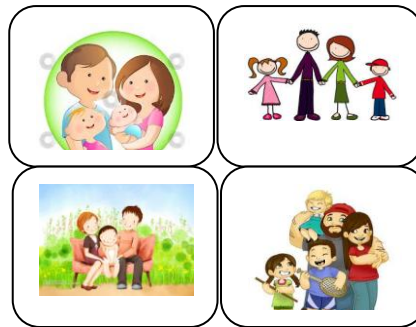
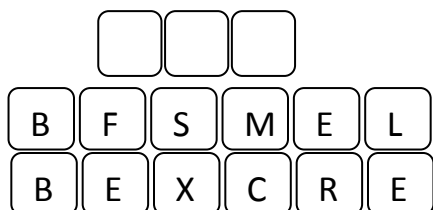
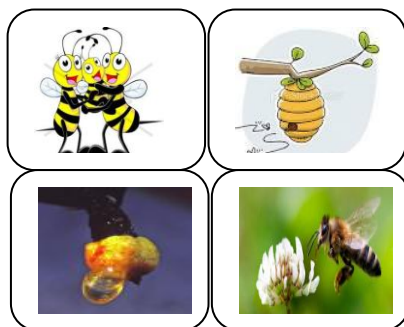
III. Procedure

A. Pre-Reading Activities

- Motivation using Four Pics-One Word Game (10 minutes)

The teacher shows all four different pictures at the same time then the pupils identify the connection among the pictures then form the word.

Ask: *What word can you get from the pictures?*



Ask: *What words do we have now? Do you think bees have family?*

2. Unlocking of difficulties using Concept Mapping (10 minutes)

The teacher assigns one word for each group. Each group unlocks the word by giving another word that tells about the picture or words about the word written below the picture. The pupils will write their answer on the box provided. They will be given 5 minutes to finish the activity. After the word has unlocked, the teacher asks the pupils to use the words in a sentence.

Ask: *What does the picture show? What can you say about each picture?*

 sip	 nectar
 serve	 beehive

3. Activating Prior Knowledge using KWL (30 minutes)

Ask: *What do you know about bees?*



With the help of pictures, the teacher generates as many ideas on the topic as possible relying on pupils' prior knowledge. Record the ideas in the first column. After recording, the teacher then move to the next column.

Ask: *What do you want to know about bees?*

Help the pupils to formulate question that brings more meaning and clarity to the topic. Teacher then writes the questions on the second column.

What do I KNOW	What do I WANT to Know	What have I LEARNED (fill this column after reading)	What do I STILL want to learn
1.	1.	1.	
2.	2.	2.	
3.	3.	3.	

4. Motive question

1. What interesting facts do you like about the story?

B. During Reading

1. Setting of Standards for Reading

2. Presentation (30 minutes)

Say: *We are going to read about bees. Let us find out what are the characteristics and descriptions of each member of bees in the family.*

The teacher shows the reading guide to the pupils. As they read the selection, the teacher asks the questions in the reading guide and asks the pupils to look for the details in the selection and asks them to write their answer on the blank provided.

A Bee Family



A bee family is a big family. Can you believe that a mother bee has a hundreds and hundreds of baby bees? You see, she does nothing in her life but lay eggs. She can lay 100 eggs a day. So a beehive has more bees than you can count.

There is only one mother bee in a bee family. When she is born, her body is different from the other bees. She is born a queen and she does no work in the beehive. The queen bee is the mother of the bee family.

A great number of bees are workers. They do all the work in the beehive. They go out to get food for the family. They serve the queen and take care of the baby bees.

The bees are often seen among the flowers. They sip the sweet nectar from the flowers. They go from the flowers. They go from one flower to another to gather nectar. Sweet nectar is the food of the bees.



3. Reading Guide

Look at the picture. Can you guess who am I? Write your answer on the blank below the picture. Then answer the questions that follow.



BEEES



Who am I?

How many baby bees
can I produce?

What is the only
thing I do?

How can you
identify me?



Who am I?

How many bees
are workers?

What kind of work
do we do in the hive?

Where do we get
our food?



C. Post Reading Activities

1. Answering the motive question (10 minutes)

Ask: What interesting facts do you like about the story?

Ask: *What new information have you learned about bees?*

The teacher will write the responses in the third column.

Ask: *What other information do you still want to know about bees?*

The teacher will write the responses on the fourth column.

Day 2

2. Comprehension check up using QAR

Say: You are going to see two kinds of questions. We will call the first kind the “In the Text Questions”. These are literal questions and you can find the answer in the text. The other kind is “In My Head”. You can’t find the answer in the text. You have to explain and think what you have learned in the text. The teacher assists the pupils in answering the posted questions.

In the Text

RIGHT THERE

Answer is stated in the text.

LEVEL 1: Green “Go”

What does each family member do to help in the colony?

THINK AND SEARCH

Answer stated in the text, but you must combine pieces of information to fully answer the question.

LEVEL 2: Yellow “Caution”

Where do the bees live?

In my Head

AUTHOR AND ME

The author gives clues that are combined with what you know to figure out the answer.

LEVEL 3: Red
"Stop and Look"

Why do you think the bees have different work to do?

ON MY OWN

Knowledge of text is needed, but answer comes from your head!

LEVEL 4: Black
"Off the Track"

Just like bees, do you have responsibility at home? In school? Cite examples.

3. Analysis and discussion

Where did you find the answers to these questions?
How were you able to answer the questions correctly?

4. Generalization

To note details you must be able to answer who, what, when, where and why questions about the story that you have read or listened to.



5. Engagement Activity (30 minutes; includes the reporting and checking)

Each group will be given different activities related to noting details. Pupils must finish the activity in 15 minutes.

Group I

Show me your Thumb

Circle the thumbs up 👍 if the sentence is true or thumbs down 👎 if it is false.
Then complete the puzzle below and write what kind of thing you have figured out.

Ants live together in an ant village. Each ant has work to do. Some ants are workers. They look for food and clean their village. Other ants are soldiers. They help protect the village from their enemies. They bite their enemies. Ant's bites are painful. There is a queen in the village. She is the head of the ant village.

Each ant has different work to do.



There are workers and queen ants in the ant village.



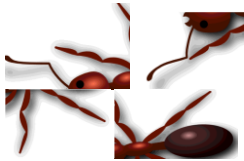
The soldier ants bite their enemies.

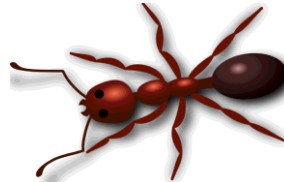


The queen ant protects the village.



All ants need to look for food.





Group II

Favorite Pet

Read the selection then give the following information needed below.

Jeg and Del are friends. They both like animals. Last month, Jeg's father gave him a pet dog. It was a girl and he named it Cathy. Since it was a half breed Chihuahua, it was small and cute and cuddly. It was born on April 17, 2012 in Muntinlupa City. She is now a year and a half year old. Cathy can do a lot of tricks. It can catch a ball and roll on the floor. Jeg and Del always play with Cathy.

Fill up the information sheet below. Write the information of the pet based on the selection above. Observe correct punctuation, spelling, and capitalization.



Pet's name: _____
Breed or Kind: _____
Birthdate: _____
Birthplace: _____
Age: _____
Gender: _____
Talents or special abilities: (write it in a sentence)

Group III

Let's Count their Legs

Read the poem to complete the sentences below.

Legs

Among the rocks beside the sea
Lives Mr. Crab ten legs has he.

Upon a web beside our gate,
Miss Spider hangs, her legs are eight.
Above him flies Mr. Busy Bee,
Six black and furry legs has he.

Miss Pussy cat goes leaping fast.

Her four legs carry her so fast.

I've only two – that isn't many,
But Mr. Worm, he hasn't any!

Identify the picture and write information based on the selection you read. Write none if the answer cannot be found in the poem. The first one is done for you.



I am Mr. Crab. I live beside the sea. I have ten legs.



I am _____. I live _____. I have _____ legs.



I am _____. I live _____. I have _____ legs.



I am _____. I live _____. I have _____ legs.



I am _____. I live _____. I have _____ legs.

Group IV

Happy Together

Read the selection and answer question below. Then write your answer on the blank.

The Happy Twins

Nene and Peping are happy twins. They are happy twins. They love to learn. They go to school every school day. They go to school happily together. Nene carries her bag. Peping carries his bag, too. Both of them are always clean and happy. Most of their classmates greet them, "Here are the happy twins!"

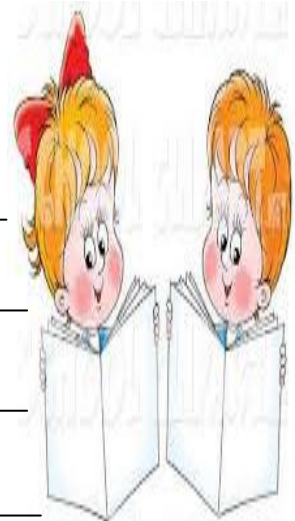
Who are the twins? _____

What do they carry in going to school? _____

What do they feel when going to school? _____

When are they ready to learn? _____

Who greet them, "Here are the happy twins?" _____

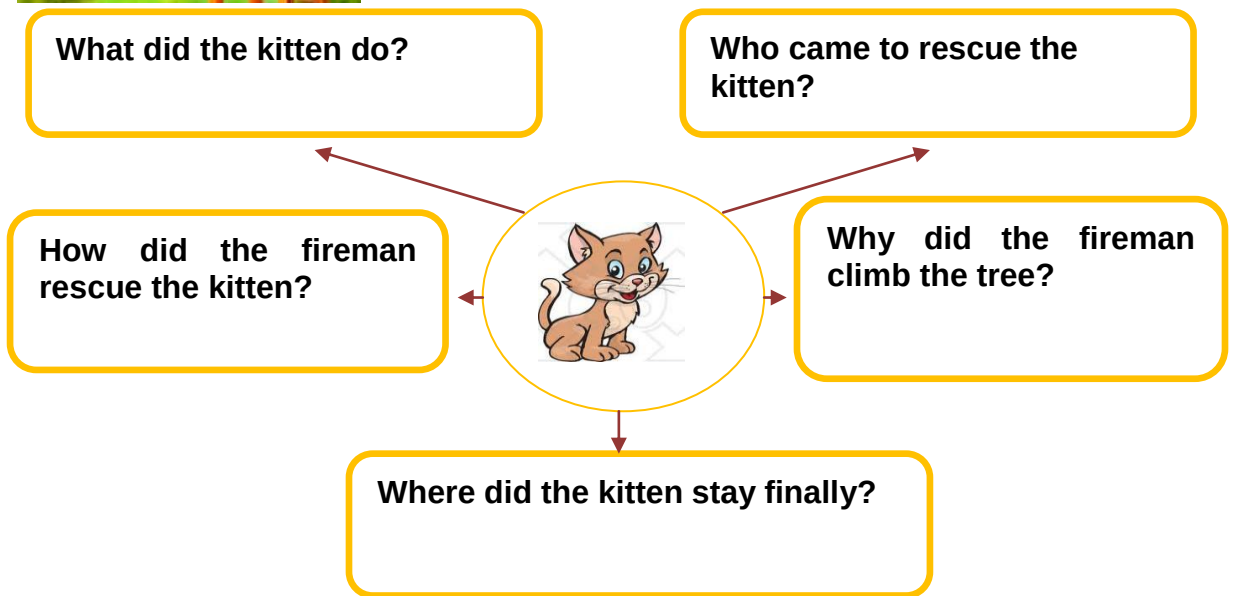


Save the Kitten!

Read the selection and supply the appropriate answer to each question in the box.



The Up and Down Kitten
My kitten climbed right up the tree, but she couldn't get down. A fireman came to rescue her. He climbed up the tree and brought that kitten down. "Now, pretty kitten, stay with me. Stay here on the ground," I said to my kitten.



IV. Evaluation

Read the story then answer the questions that follow.

While walking on the street one Saturday morning, Joan saw a dog lying on the ground. The dog could not walk. Joan took it into their house. The dog stayed at Joan's house for one week. Soon the dog was able to walk again.

- ___ 1. Who was running on the street?
a. dog b. mother c. Joan d. father
- ___ 2. What did Joan see on the ground?
a. house b. cat c. goat d. dog
- ___ 3. Where did Joan take the dog?

- a. into the school
 - b. into their house
 - c. into the church
 - d. into the plaza
- ___ 4. When did Joan see the dog?
- a. One Saturday morning
 - b. One Friday morning
 - c. one Sunday morning
 - d. one Tuesday morning
- ___ 5. What happened to the dog one week after in Joan's house?
- a. It died.
 - b. It was lost.
 - c. It could not eat.
 - d. It was able to walk again.

V. Assignment

Look at the picture and fill in the graphic organizer below by answering the questions on the table.



How many people are in the picture?	What are they doing?	What happened to the tree?	What kind of weather do you think it is?
_____	_____	_____	_____
_____	_____	_____	_____

Making Inference using Directed Reading Activity

I. Learning Objectives

- a. Infer what happened before or after
- b. Infer traits of characters based on what they do or say in a story
- c. Use context clues to get the meaning of unfamiliar words
- d. Cite examples of being honest

II. Subject Matter

- | | |
|---------------|--|
| a. Topic: | Making Inference |
| b. Reference: | Developing My reading Power 3, Facing Challenges through Reading 3, Building Bridges 3 |
| c. Materials: | video clip, activity card, pictures, charts, Anticipation Guide Chart |
| d. Story: | The Suspect |
| e. Value: | Honesty |

Day 1

III. Procedure

A. Pre Reading Activities

1. Motivation

Show a picture of a police man.

Ask: *What do you think is the job of a police man? Who wants to become a policeman?*



2. Unlocking of Difficulties

Read the following sentences. Then circle the letter of the correct meaning of the word in bold letters.

1. The restless child cannot sit still and is uneasy.

restless means

a. behaved

b. uneasy



2. The hot goods cost big amount of money. These illegal drugs were being sold by the drug pusher.

hot goods means

a. illegal drugs

b. spicy food

drug pusher means

a. someone who pushes drugs

b. someone who sells illegal drugs



3. The vendors were selling their items were in front of the souvenir shop.

vendor means

a. someone who has vending machine

b. someone who sells foods and different items

souvenir shop means

a. store that sells commemorative items.

b. store that sells different kinds of food.



3. Activating Prior Knowledge using Character Quotes

Activity 1. Say: *The story that we are about to read is entitled "The Suspect"*

Ask: *What do you think is the meaning of a suspect?*

When you say "suspect", did they really do the wrong thing?

Activity 2. Teacher writes the quotes of the characters in the story on a piece of paper. Pupils read the quote and generate one or more words to describe the character. List all words on the board. Share and discuss to the class what they think they know about the character.

Ask: *Why do you think he said this line? What do you infer about the character traits or job of this person? What do you think the story will be about?*

Abe

"What is he talking about?"

"Six foreigners from abroad?"

"Where are they now?"

"Here, please watch my newspapers."

"Come with me. Help me!"

SPO Reyes

"Careful, Abe, careful. That's not a good way to earn money."

"You are being watched, Abe. The law is very strict against drug pushing. Don't waste your life for a few thousand pesos."

Abe



SPO Reyes



4. Motive Questions

Present the list of questions to the pupils. Establish purpose for reading.

Ask: *What do you think is the answer for these questions?*

1. What is not a good way of earning money SPO Reyes is talking about?
2. Why were Abe's hands shaking when he arranged the newspapers?
3. Why did Abe go to the souvenir shop?
4. Why Abe called SPO Reyes?
5. Who do you think was the suspect in the story?

B. During Reading

1. Setting of Standards in Reading
2. Presentation using DRA

The teacher chunked the text and distributes reading guide to be answered. For each paragraph, pupils will stop reading and answer the worksheet provided to them.

The Suspect

¹ Abe was restless and nervous. He felt everybody was watching him. He could not sleep nor attend to his selling of newspapers. He could not forget what his policeman friend told him yesterday.

“Careful, Abe, careful. That’s not a good way to earn money.”

Abe looked at SPO Reyes. “What is he talking about?”

“You are being watched, Abe. The law is very strict against drug pushing. Don’t waste your life for a few thousand pesos.”



² For the past week, the vendors talked in whispers. One of them was a drug pusher while the other one was receiving the hot goods. One of them was supplying the hot goods to a drug lord. Abe arranged the newspapers. His hands were shaking! He looked around at the other vendors. They looked back at him and turned their eyes away. Then his best friend, Raul, came near him.

“A tour group is coming. Six foreigners from abroad.” Raul said.

“Six foreigners from abroad?” Repeated Abe.

³ Abe was surprised. The vendors in the tourist belt were not expecting any tour. They were usually informed if a tour is coming.

“Where are they now?”

“They are at the souvenir shop at the corner.”

“Here, please watch my newspapers.”

“Where are you going?”

⁴ But Abe walked past away. He called a passing jeepney. As he was to ride the jeepney, a hand touched firmly his shoulder.

“Where are you going Abe?” it was Toto, the fruit vendor at the corner.

“Come with me. Help me!” Abe said.

5 They arrived at the souvenir shop. They saw the six foreigners there. They were looking at the souvenir items in the shop.

"Stay here, Toto. I will call SPO Reyes."

3. Reading Guide

The following questions will help you understand the story better. Read on the paragraph indicated for each questions then find the answer on the story.

Paragraph 1

1. Who was restless and nervous? _____
2. What does the policeman mean by saying the following lines?
"Careful, Abe, careful. That's not a good way to earn money."

"You are being watched, Abe. The law is very strict against drug pushing. Don't waste your life for a few thousand pesos."

- | | |
|-----------------------------------|--------------------------------------|
| a. He likes Abe to sell things | c. He scares Abe to sell drugs. |
| b. He warns Abe not to use drugs. | d. He suspects Abe of selling drugs. |

Why did you say so? Cite evidences:

3. Why did Abe say, "What is he talking about?"

a. He is angry.	c. He is sad.
b. He is confused.	d. He is excited.

Paragraph 2

1. Who were talking in whispers?

a. newspaper boys	c. Abe and his friends
b. drug pusher and drug user	d. Abe and the policeman
2. What are they doing?

a. They were playing.
b. They were watching a movie.
c. They were selling and buying drugs.
d. They were planning about something.

3. Why were Abe's hands shaking?
- a. because he is selling drugs.
 - b. because he already bought drugs.
 - c. because he already knew who were selling drugs.
 - d. because he met new friends and they shook hands.
4. Who is coming to the souvenir shop?
- a. vendors
 - b. policeman
 - c. six foreigners
 - d. Abe and his friend

Paragraph 3

1. Why was Abe surprised about the coming of the foreigners?
- a. Because no one visits their place.
 - b. Because he didn't know what to do.
 - c. Because they were not informed about their coming.
 - d. Because it was a first time tourists were coming to their place.
2. What did Abe do when he heard them coming to the souvenir shop?
- a. He hid at home.
 - b. He read newspapers.
 - c. He waited for the foreigners to arrive.
 - d. He went to the souvenir shop to look for the foreigners.

Paragraph 4

1. Where was Abe going when he hailed a taxi? _____
2. Who touched Abe's shoulder? _____
3. What did he said to the fruit vendor? _____
4. Why do you think Abe called SPO Reyes? _____

Paragraph 5

What do you think happened after Abe called SPO Reyes?

C. Post Reading Activities

1. Answering of Motive Questions

1. What is not the good way of earning money SPO Reyes is talking about?
2. Why were Abe's hands shaking when he arranged the newspapers?
3. Did Abe really sell drugs?
4. Why did Abe go to the souvenir shop?
5. Why did Abe call SPO Reyes?
6. Who do you think was the suspect in the story?

2. Comprehension Check-Up

1. Where did the story happen?
2. What does SPO Reyes's warning to Abe mean?
3. What do you think SPO Reyes will do to the foreign tourist?
4. Is it right to suspect Abe? Prove your answer.
5. If someone acts suspiciously, should we accuse him/her quickly? Why or why not?
6. What are the benefits of being honest?

Day 2

3. Analysis and Discussion

Infer what happened to the following events. Write your answer on the correct column below.

1. Which of these events do you think happened before Abe called SPO Reyes?

- a. Abe enjoyed doing bad things.
- b. Abe was scared of the drug pushers.
- c. Abe liked to be chased by the policeman.
- d. Abe decided to stay away from doing bad things.

Event that happened before

Event that happened after



2. Which of these events do you think happened after Abe has called SPO Reyes?

- a. SPO Reyes caught the drug lords.
- b. SPO Reyes enjoyed the company of the drug lords.
- c. SPO Reyes bought the hot items to the foreigners.
- d. SPO Reyes joined the drug lords in selling hot items.

Event that happened before	Event that happened after
	

Ask: What helped you infer the events that happened before and after?

4. Generalization

An inference is a guess supported by evidence. We make an inference when we can tell something is happening because of some signs. It is also making a conclusion. Some clue words help in making inference.

5. Skill Practice

Read each sentence and choose the best inference. On the blank below, tell why that inference makes sense.

1. Thalia congratulates her opponent in badminton.



- a. Thalia lost the game.
- b. Thalia liked her opponent.
- c. Thalia won in the game.
- d. Thalia was late for the game.

Why do you think so? _____
 What are your clues? _____

2. Marie ate a lot of different foods this morning. She kept on going to the restroom for four times now. What happened to Marie?



- a. She has a headache.
- b. She has a diarrhea.
- c. She has a tooth ache.
- d. She has a stomach ache.

Why do you think so? _____
What are your clues? _____

3. Mother is very busy during morning. She cooks breakfast. She washes dishes. She sweeps the floor. She does the laundry. After lunch she takes a nap.

- a. Mother is tired.
- b. Mother is lazy.
- c. Mother is sick.
- d. Mother is sad.

Why do you think so? _____
What are your clues? _____

4. Everyone in Alabang Elementary School Basketball Team wears a white shirt on Mondays. Today is Monday and Dione wears a white shirt.

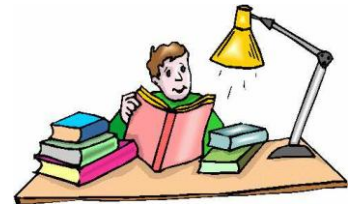
- a. Dione wears black shirt.
- b. Dione doesn't have any colored shirt.
- c. Dione is in basketball team.
- d. Dione cannot find her uniform.



Why do you think so? _____
What are your clues? _____

5. Miguel studies his lessons the night before an exam day. Miguel studies hard tonight.

- a. They will have a test tomorrow.
- b. They will be no classes tomorrow.
- c. They will have a field trip tomorrow.
- d. They will have a regular lesson tomorrow.



Why do you think so? _____
What are your clues? _____

6. Engagement Activity

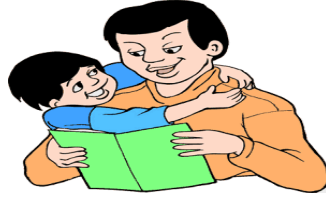
Group I

Look at the pictures on your right. Can you tell what happened before? Encircle the letter of the correct answer on the left column.

- a. The baby got hungry.
- b. The baby was happy.
- c. The baby wanted to play.
- d. The baby wanted to watch t.v.



- a. Father got mad at his son.
- b. Father read a book to his son.
- c. Father just got home from work.
- d. Father watched a movie with his son.



- a. He played outside.
- b. He just moved out.
- c. He cleaned the house.
- d. He did not buy grocery items.



- a. The boy slept early last night.
- b. The boy did not study his lessons.
- c. The boy forgot his pencil at home.
- d. The boy listened well to his teacher.



- a. The woman is dancing.
- b. The woman played hide and trip.
- c. The woman stepped on a slippery floor.
- d. The woman pretended to slid on the floor.



Group II

Read the following situations. Tell what happened before or after. Choose your answer from the given choices.

1. Joey was very sad. He got many incorrect answers during the test. He got low grades.
 - a. He lost his books.
 - b. He had no pencil.
 - c. He did not read the test.
 - d. He did not study his lessons.

2. It was raining hard. Jeg and Jun were doing their homework. Father was listening to the radio. . All of a sudden, the children stopped doing their homework.

- a. Father got sleepy.
- b. Father told them to sleep.
- c. Father told them to take a bath.
- b. Father heard that the classes will be suspended tomorrow.

3. My tooth is aching. I have to see Dr. Garcia. Who is Dr. Garcia?

- a. He is a dentist.
- c. He is his father.
- b. He is the mayor.
- d. He is a policeman.

4. My dog Bantay has big eyes. It barks when there are strangers in the house. It is barking now.

- a. Bantay is hungry.
- c. Bantay saw its mother.
- b. Bantay likes to get out of the house.
- d. Bantay saw a stranger inside the house.

5. Everybody in the house is busy. Mother is cooking her special dish. Kuya and ate are wrapping some gifts. Bunso is helping father to light the Christmas tree.

- a. It's Christmas Day.
- c. It's Valentine's Day.
- b. It's New Year's Day.
- d. It's someone's birthday.

Group III

Look at each picture and guess what the character feels. Choose your answer on the box below the picture. Write your answer in the thinking balloon found after each picture.



happy



excited

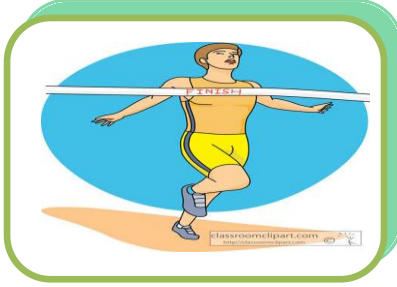


How did the woman feel?

afraid



tired



lonely

What did the runner feel?

victorious



disappointed



bored

How did the girl feel?

excited



sad



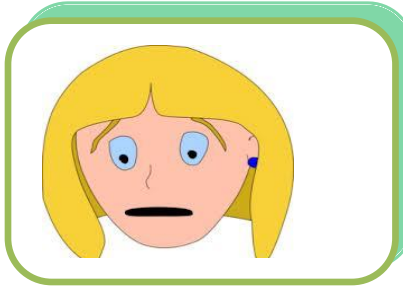
happy

What did the boy feel?

hurt



embarrassed



angry

How did the employee feel?

relieved

Group IV

Read the story then answer the questions that follow.

It is a rainy Saturday morning. Mama tells Justin to stay inside until the weather gets fine. Justin lies on his bed and pouts. He recites one poem over and over. Now and then he peeps out of the window to check if the rain has stopped.

1. Maybe Justin wants to
 - a. lie in bed all day.
 - b. go outside and play.
 - c. watch a television.
 - d. go to school and study.
2. Maybe Justin feels
 - a. sick.
 - b. happy.
 - c. lazy.
 - d. bored and grumpy.
3. Maybe Justine recites the poem
 - a. "Jack and Jill".
 - b. The Spider and the Fly".
 - c. "Rain, Rain, Go Away".
 - d. "Mary had a little Lamb".

Rina has a little garden in front of the house. All kinds of plants grow there. Bees and butterflies are frequent visitors in the garden. They fly among the pretty flowers. Every morning Rina wakes up early to be in the garden. She waters the plants and pull the weeds. She even talks to her plants.

4. What does Rina feel when she is in the garden?
 - a. tired
 - b. happy
 - c. lonely
 - d. excited
5. Which of these sentences is true?
 - a. Rina loves plants.
 - b. Rina studies about plants.
 - c. Rina hates to see plants.
 - d. Rina raises plants to sell in the market.

7. Enhancement Activity

Read the first sentence. Then write before or after if the next sentences tell what happened before or after the event/ incident described in the first sentence.

Night after night the rock cools

1. _____ day after day the sun shines and heats the rock.
2. _____ The rock breaks into pieces after a month.

Pour boiling water in your drinking glass.

3. _____ Your drinking glass will break.

4. _____ Heat water to a boiling point.

Danny let the polish stay on the shoes for a few minutes.

5. _____ Danny polished the shoes with another clean rag or a shoe brush.

6. _____ Danny applied shoe polish on the shoes with a clean rag.

IV. Evaluation

Read each paragraph carefully and choose the best inference.

1. Luz wanted to wear her new shirt. But they were dirty. She put all her dirty clothes in a pile. Then she picked them up and put them in the machine. She read the directions on the box of soap, poured some into the machine and pressed the start button.

We can infer that Luz is:

a. taking a rest

b. washing her clothes

c. taking a bath

d. washing the dishes

2. The girls were fast asleep.

a. It must be lunch time.

b. It must be pretty quiet.

c. It must be hot.

d. It must be late at night.

3. The happy runners left the track.

a. The game ended.

b. The game was called off.

c. The game was late.

d. The game just started.

4. The dog's fur as fluffy and fragrant.

a. The dog just ate its food.

b. The dog just rolled out in mud.

c. The dog just had a bath.

d. The dog just met a skunk.

5. The people in the lower places evacuated after the announcement of the City mayor of the heavy typhoon.

a. They will feel cold weather.

b. Their area is prone to flooding.

c. Their area is safe.

d. They will receive relief goods.

V. Assignment

Read this sign about a town event. As you read, look for clues that help you figure out some of the things people can do at the event. Then answer the questions that follow.



FARMER'S MARKET

Every Saturday
on the Town Common
8:00 a.m to 3:00 p.m



Shop for fresh fruits and vegetables at over 25 booths from local farms. Swap recipes at the Cook's Table. Buy fresh breads, cakes, and cookies. Bring the family!

Farmers will show children how to plant and care for a garden. Children will learn about the parts of a plant they can eat. Have children bring a small container and soil. Children will be given vegetable seeds.

1. From the sign, you can tell that:
 - a. children can plant seeds.
 - b. children are not welcome.
 - c. all plants are used for food.
 - d. all farmers are selling bread.

2. Which clue from the sign helps you answer question number 1?
 - a. Bring the family!
 - b. Swap recipes at the Cook's Table.
 - c. Have children bring small container and soil.
 - d. Children will learn about the part of plants they can eat.

Identifying Cause and Effect Relationship using Opinionnaire and DRTA

I. Learning Objectives

- a. Identify cause and effect relationship
- b. Predict plausible outcome
- c. Talk about topic of interest in 1-2 sentences

II. Subject Matter

- | | |
|----------------|--|
| a. Topic: | Cause and Effect Relationship |
| b. References: | Strategies to Achieve Reading Success, Lesson Guides 3, English for You and Me Reading 3 |
| c. Materials: | video clip , charts, pictures, opinionnaire worksheets |
| d. Story: | The Boy Who Cried "Wolf" |
| e. Value: | Do not tell lies |

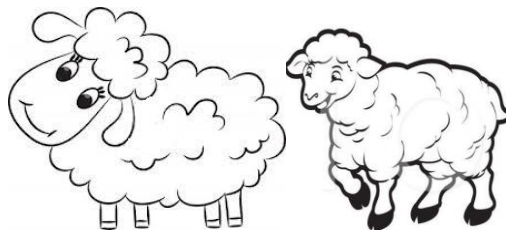
Day 1

III. Procedure

A. Pre-Reading Activities

1. Motivation (10 minutes)

Let the pupils watch a video of Baa Baa Black Sheep on this site:
<http://www.youtube.com/watch?v=gBEHFFnV3RY>

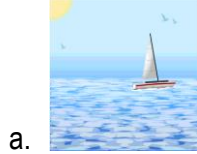


After watching the video, ask: *Can you describe what kind of sheep you see in the video?*

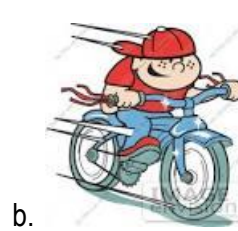
2. Unlocking of Difficulties using Picture Clues (10 Minutes)

Choose the correct picture for the underlined word.

1. The field is green and wide



2. The boy was frightened because he was alone in the dark.



3. The fisherman caught lots of fish.



4. The magician played a lot of tricks.



3. Activating Prior Knowledge using Opinionnaires/Questionnaires (15 minutes)

Opinionnaires/Questionnaires are useful tool for helping readers examine their own values, attitudes, opinions, or experiences before they read a book. Some items on the Opinionnaires/Questionnaires may be open-ended, whereas others may be more structures and offer pupils a checklist of possible responses.

The teacher distributes copies of the opinionnaires/questionnaires and let pupils answer it. Then, let the pupils share their answer to the class. Ask the pupils to give at least 1-2 sentences to express their answer.

Listed below are few events that make people feel bored. Which of them would make you feel bored?

- _____ there is nothing to do
- _____ there is no one to talk to
- _____ I am not interested in what I do
- _____ I don't have someone to play with
- _____ I am not happy
- _____

What would you do when you feel bored?

- _____ play with friends
- _____ watch television
- _____ listen to music
- _____ do homework
- _____ talk to friends
- _____ find someone to bully
- _____



How would you react if someone makes fun of you?

- _____ shout at her/him
- _____ tell my teacher about the incident
- _____ get angry with him/her
- _____ smile at him/her
- _____ leave and never talk to her/him again
- _____

4. Motive Question

Why did the boy cry wolf?

B. During Reading Activities

1. Setting of Standards in Reading
2. Presentation using DRTA (30 minutes)

The Boy Who Cried "Wolf!"

Once upon a time a farmer sent his son out to the field to watch over his sheep. There were about a hundred sheep to watch so the boy had to be alert all the time. "If a wolf comes, you must call "wolf, wolf!" The farmer told his sons. "There are men working in the next field. They will come to drive the wolf away."

-----STOP-----

Who was sent to the field to take care of the sheep?
What did the father tell the boy about the wolf?
Do you think the boy will enjoy taking care of the sheep?

The boy watched the sheep for many days. He began to grow tired of watching them. He was alone. He wished he had someone to play with. He looked at the fields around the hill where he was.

He could see the villagers working in the field at the foot of the hill. How he wished he could talk with them!

One day, he remembered what his father told him about the wolf. He wondered whether the villagers would come if he called to them. He thought it would be fun to see them running up the hill to drive a wolf away.

What do you think will the boy do to the villagers working in the other field?

"Wolf, wolf!" he cried.

The villagers heard his cries and rushed out of their field to help the shepherd boy. When they reached him, they asked, "Where is the wolf?"

The boy thought the villagers were very funny.

The shepherd boy laughed loudly, "Ha, Ha, Ha! I fooled all of you. I was only playing a trick on you."

-----S T O P-----

What did the boy exactly does to the villagers?
What do you think the villagers feel about the incident?

The villagers went back to work very angry. They did not think it was a good joke.

A few days later, the boy thought that he would have some more fun. He was tired of being alone. He thought of playing the same joke. Again he cried out, "Wolf, wolf!"

Again the villagers rushed up the hill to help him. Again the boy laughed at

-----S T O P-----

What did the villagers do when they heard the boy cried again?
What do you think the villagers feel this time?
What do you think the villagers will tell the boy?

The villagers were angrier this time. They had no time for jokes. They had to finish their work on time. They looked at the boy angrily and said, "Don't call us again or else we will be forced to beat you."

-----S T O P-----

What did the villagers feel this time?

What did the villagers tell the boy?

What will the villagers do the next time the boy does his trick?

Then, some time later, a wolf went into the field. The wolf attacked one sheep, and then another and another. He was frightened. The shepherd boy ran towards the next field shouting, "Help! Help! Wolf! Help! Somebody!"

Who came one day?

What did the boy do when he saw the wolf?

What do you think the men will do this time?



Then, some time later, a wolf went into the field. The wolf attacked one sheep, and then another and another. He was frightened. The shepherd boy ran towards the next field shouting, "Help! Help! Wolf! Help! Somebody!"

-----S T O P-----

What did the villagers do when they heard the boy cried wolf?

What do you think the wolf will do to the sheep?

The boy ran to the nearest villager and said, "A wolf is attacking the sheep. I lied before, but this time it is true!"

Finally, the villagers went to look. It was true. They could see the wolf running away and many dead sheep lying on the grass.

-----S T O P-----

Why do you think the villagers did not help the boy anymore?

Do you think the boy learned his lesson?

What lesson can you get from the story?

C. Post reading Activities

1. Answering of the motive question

Why did the boy cry wolf?

2. Comprehension Check-up using Question-Answer Relationship

You are going to see two kinds of questions. We will call the first kind the “In the Text” questions. These are literal questions and you can find the answer in the text. The other kind is “In My Head”. You can’t find the answer in the text. You have to explain and think what you have learned in the text. The teacher assists the pupils in answering the posted questions.

In the Text

RIGHT THERE

Answer is stated in the text.

LEVEL 1: Green “Go”

Who played tricks on people?

THINK AND SEARCH

Answer stated in the text, but you must combine pieces of information to fully answer the question.

LEVEL 2: Yellow “Caution”

Why did the workers ignore the boy when he asked for help?

In my Head

AUTHOR AND ME

The author gives clues that are combined with what you know to figure out the answer.

LEVEL 3: Red
“Stop and Look”

What kind of attitude did the boy show in this story?

ON MY OWN

Knowledge of text is needed, but answer comes from your head!

LEVEL 4: Black
“Off the Track”

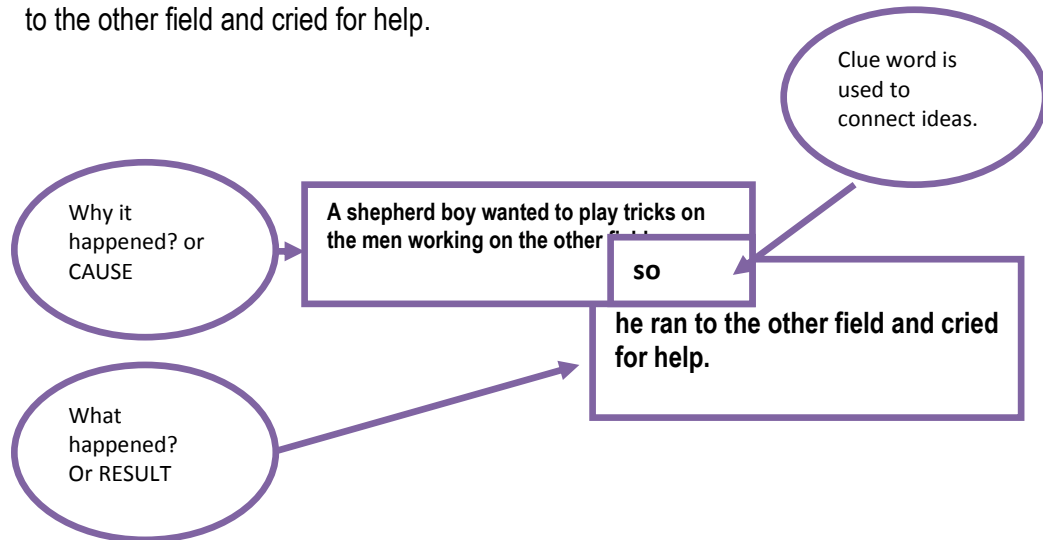
Have you ever done something like this before? Do you know anyone who did the same thing? What is the result?

Day 2

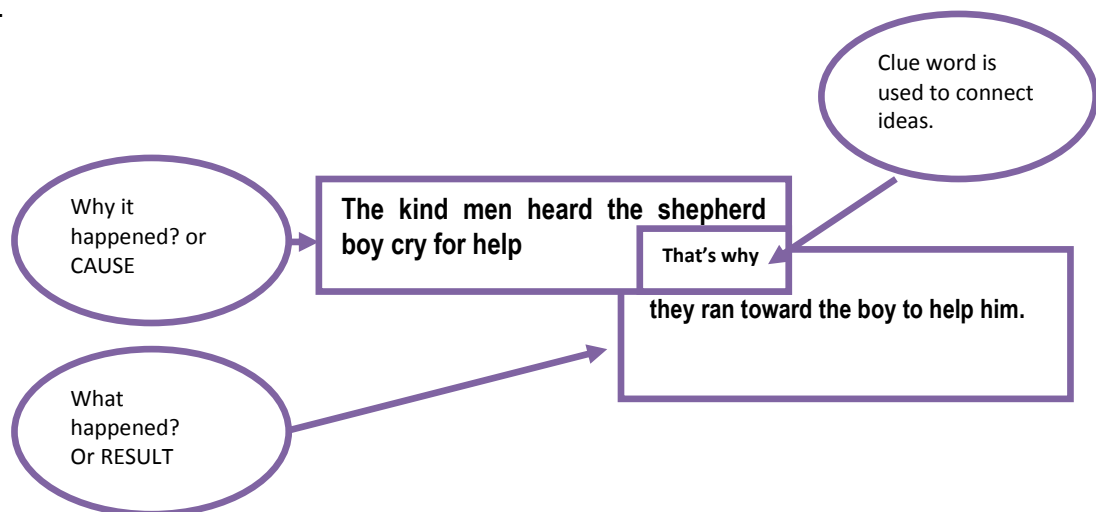
3. Analysis and Discussion using Graphic Organizer

Say: Things do not just happen. There are certain reasons why they do. In the same manner, actions are never without an accompanying result. The following statements shows something happened and what resulted after this thing happened. Write the cause and effect in the organizer.

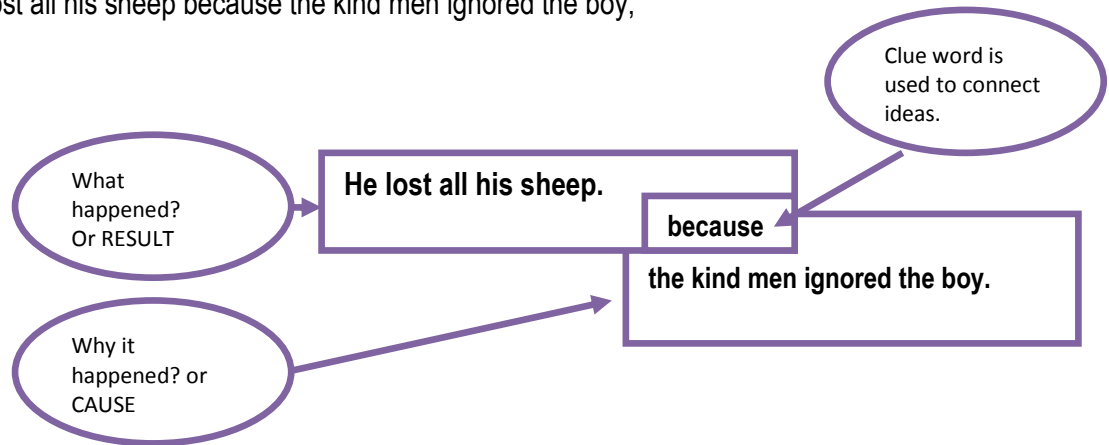
1. A shepherd boy wanted to play tricks on the men working on the other field. So he ran to the other field and cried for help.



2. The kind men heard the shepherd boy cry for help That's why they ran toward the boy to help him.



3. He lost all his sheep because the kind men ignored the boy,



4. Generalization

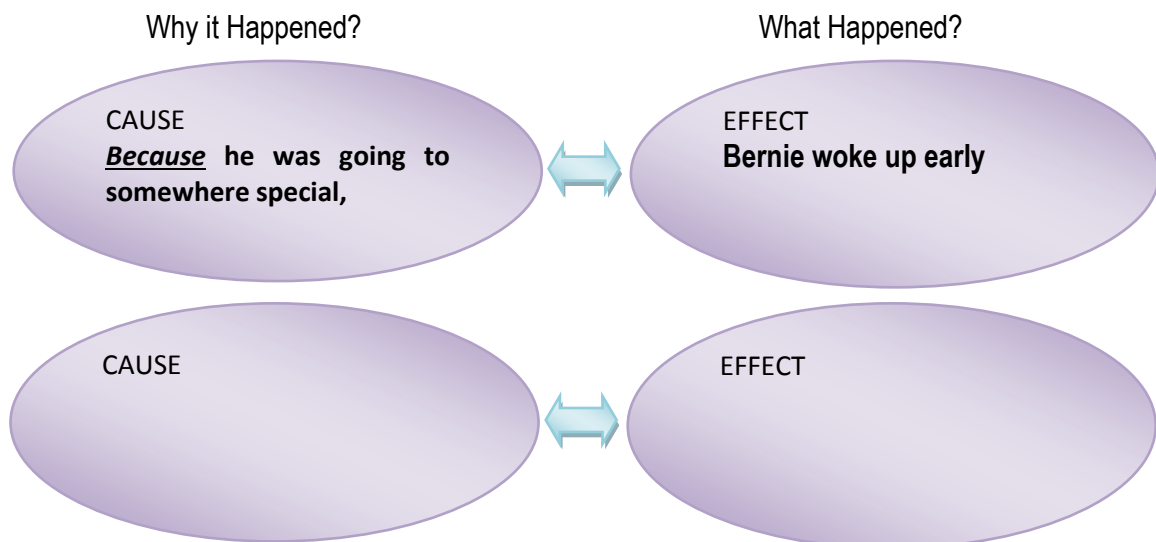
A cause and effect relationship describes something that happens and why it happens. What happens is called effect. Why it happens is called cause.

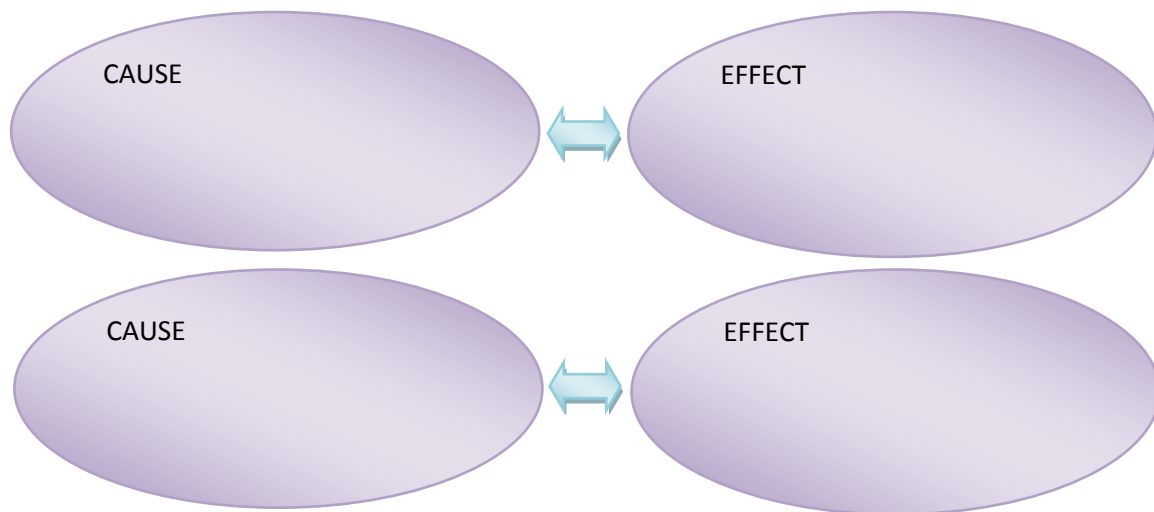
The cause answers the question why while the effect is the result. Cause is the synonym of reason and effect is the synonym of result. Clue words signal a cause or an effect. Clue words that signal a cause are: because, since, if. Clue words that signal an effect are: so, as a result, therefore, that's why.

5. Practice Skills

Read the story. Identify the cause and effect in each numbered sentence. Write the clause in the correct circle. Then underline the clue word used. The teacher models in answering number 1 item.

It was the first day of the long summer vacation. 1. Bernie woke up early because he was going to somewhere special. 2. Bernie and his father went to the airport so they could ride on a plane to take them to Iligan. 3. He was excited because it was his first time to ride on a plane. 4. Inside the plane, the flight attendant told them to use the seatbelt so they can be safe.





6. Engagement Activity

Group 1

Write the effect or the cause of the following phrases. The words in the box can help you.

Cause	Effect
Brian spills the water on the floor	
	He gets a stain on his shirt.
	She was very hungry
Little Susan drops the egg.	
Dan tosses his kite in the air.	

- a. Since Andrei's ice cream melts and drips.
- b. That's why it breaks as it hits the floor
- c. as a result, it gets stuck on the tree
- d. so his brother slips as he walks
- e. Because Rose did not eat dinner
- f. Therefore he woke up late

Group II

Read each sentences. Write the effect (What Happens) and the cause (Why happens) on the blank.

1. Kate went to the store because she bought food.

Effect: (What Happened?) _____

Cause: (Why Happened?) _____

2. Hailey ate a bowl of soup because he was feeling sick.

Effect: (What Happened?) _____

Cause: (Why Happened?) _____

3. Rick was very quiet because the baby was sleeping.

Effect: (What Happened?) _____

Cause: (Why Happened?) _____

4. May got a vacuum cleaner because she wanted to clean the house.

Effect: (What Happened?) _____

Cause: (Why Happened?) _____

5. Ronald raised his hand because he had a question.

Effect: (What Happened?) _____

Cause: (Why Happened?) _____

Group III

Use the correct clue words to complete the sentence.

so because if that's why cause

1. Jane is absent today _____ she is sick.

2. Migs missed the bus _____ he woke up late.

3. _____ there is a storm, children do not go to school.

4. Naneth got home late _____ she missed her favourite TV program.

5. Father walked in the rain _____ he got wet.

Group IV

Finish each statement with a cause or effect. Write your answer in the box.

1. The teacher announced the test for tomorrow

2. Anida reviewed her lessons

3. She was happy about the result

4. The teacher rewarded Anida

5. Her parents are happy because

7. Enhancement Activity

Choose the right ending for each statement in the big box. Choose your answer from the boxes below then write it on the blank provided.

1. I Have no paper here; therefore

2. The seeds were buried too deep into the soil so

3. Because the wood was eaten by termites,

4. As the scissors are no longer sharp,

5. Since we cannot see where we are going,

Choose your answer here:

we should go back.

**the edge of this cloth
will be uneven.**

**then the bench fell
down.**

**no new plants will
come out.**

**I need to buy a new
pad.**

VI. Evaluation

Look at the picture on the right and choose the probable cause on the left.

1. The house smelled delicious.
 - a. because they cleaned the house.
 - b. because sister sprayed her favorite perfume.
 - c. because mother spent all day baking cookies.
 - d. because mother was spraying insect repellent.



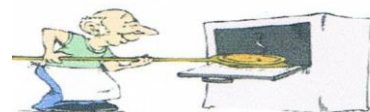
2. We had no classes today
 - a. because its summer.
 - b. because it is holiday.
 - c. because there is a typhoon.
 - d. because it is Christmas season.



3. The computer was not working
 - a. because it was old.
 - b. because it was turned off.
 - c. because it needs to be repaired.
 - d. because the computer was unplugged.



4. The pizza was burned
 - a. because we forgot it in the oven.
 - b. because we forgot to turn on the oven.



- c. because there was no more heat inside.
- d. because we don't know how to use the oven.
- 5. Hailey fell down the stairs
 - a. because he was tired.
 - b. because he was sleeping.
 - b. because he was reading a book.
 - c. because he didn't see the marbles on the stairs



V. Assignment

Read the story. Then **fill in the chart of causes and effects.**

Hamster



Yesterday, after playing with my hamster on the floor, I put him back into his cage. But, I didn't close the lid tightly and he escaped. I didn't know he was loose until I saw something run by my feet. I jumped up quickly and hit the lamp on the table next to me. The lamp fell and crashed to the ground, making a loud noise. Soon, my dad was in the room upset that he was awoken from his nap. I walked over to apologize when I stopped just in time. My hamster was sitting in front of me, looking up, and smiling. I reached down to grab him, and he took off under the couch and into the kitchen. When I heard the scream, I knew my mom had seen my pet. She scooped him into a colander and popped him back into his cage. I tightly secured the top, and he was back in his home. I watched him play, and thought for sure I saw him give me a little wink.

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Cause	Effect
1. I did not close the lid tightly	
2.	I jumped up and hit the lamp.
3. The lamp crashed to the floor and made a loud noise.	
4. Walked to apologize, stopped and tried to grab my hamster.	
5.	My mom screamed.
6.	I watched my pet play and thought I saw him wink at me.

Drawing Conclusion using Anticipation Guide and Event Map

I. Learning Objectives

- a. Draw conclusion using passages/picture as stimuli
- b. Give insight from what is read or observed
- c. Use things or opportunity wisely

II. Subject Matter

- | | |
|---------------|--|
| a. Topic: | Drawing Conclusion using Passages/ Pictures as Stimuli |
| b. Reference: | Facing Challenges through Reading 3, Building Bridges 3, Reading for Meaning 3 |
| c. Materials: | event map, activity card, pictures, charts, Anticipation Guide Chart |
| d. Story: | Three Wishes (Old Folktale) |
| e. Value: | Be contented with what you have |

Day 1

III. Procedure

A. Pre Reading Activities

1. Motivation using Concept Mapping (15 minutes)

Show a picture of a fairy.

Ask: Do you believe in fairy? What comes to your mind when you hear the word fairy?
What other words can you associate with it?



2. Unlocking of Difficulty using Frayer Model (15 minutes)

Teacher provides the meaning and the picture of the words to be unlocked. Pupils give examples and non examples of the difficult word.

Definition Large amount of money or assets.	Picture 	Definition A person who cuts down trees or branches.	Picture 
fortune		woodcutter	
Examples	Non Examples	Examples	Non Example

3. Activating Prior Knowledge using Anticipation Guide (10 minutes)

Read the following statements. In before reading column, color the thumbs up  if you think this will happen in the story and color the thumbs down  if not.

Before Reading		Statements	After Reading	
Agree	Disagree		Agree	Disagree
		1. The fairy granted the woodcutter three wishes.		
		2. The woodcutter wished for a sausage		
		3. The woodcutter did not like the nagging of his wife.		
		4. For his last wish, he asked for treasure and money.		
		5. The woodcutter used his three wishes wisely.		

B. During Reading Activity

1. Setting of Standards in Reading
2. Presentation using Event Map (40 minutes)

Teacher distributes the event map. As the class reads the story the pupils will fill in the event map organizer.

Three Wishes (Old FolkTale)



Once there was a poor woodcutter who went to the woods to chop down trees to be sold in a nearby town. Just as the woodcutter was about to cut down an old tree, a fairy appeared.

She begged the woodcutter not to cut down the tree. She promised to grant the woodcutter three wishes. The woodcutter hurried home to tell his wife of their good fortune.

"One hour! But I'm starving! I wish I had a big sausage right now!" shouted the woodcutter.

"Wife! Wife! I have a fine story to tell you," he said.

The woodcutter's wife was very happy when she heard about the three wishes.

"I'm hungry," said the woodcutter. "Can we have supper?"

No sooner than the woodcutter said the words when a sausage appeared on the table.

The wife cried, "You fool! Look at what you've done! You've wasted one wish! How could you be so foolish!"

The woodcutter was not pleased by his wife's nagging so he said, "I wish that this sausage was stuck on your nose, and the sausage stuck on his wife's nose."

"You...fool! Look at what you've done! Do something!" screamed the wife. The woodcutter tried and tried to remove the sausage, but it was no use. It was stuck there for good. Then the woodcutter said, "There's only one thing to do."

"I wish the sausage was back on the plate."

The sausage landed back on the plate. The woodcutter and his wife sat down and ate the sausage.

"Let's just be happy with what we have," said the wife.

Adapted

Event Map Organizer



What Happened?



Where did it happen?

When did it happen?

EVENT MAP

Who was involved in the event?

How did it happen?

Why did it happen?

C. Post Reading Activities

1. Answering of the Anticipation Guide

After reading the selection, answer the after reading column. Compare your answer in the before reading column. Did you get correct prediction?

Before Reading		Statements	After Reading	
Agree	Disagree		Agree	Disagree
		1. The fairy granted the woodcutter three wishes.		
		2. The woodcutter wished for a sausage		
		3. The woodcutter did not like the nagging of his wife.		
		4. For the last wish, he asked for treasure and money.		
		5. The woodcutter used his three wishes wisely.		

2. Comprehension Check Up

1. What appeared before the woodcutter when he is about to cut a tree?
2. Why did the fairy reward him three wishes?
3. To whom did he tell about the good fortune?
4. What were his three wishes?
5. Do you think he used his wishes wisely? Why or why not?
6. If you were the woodcutter, how would you use the three wishes?

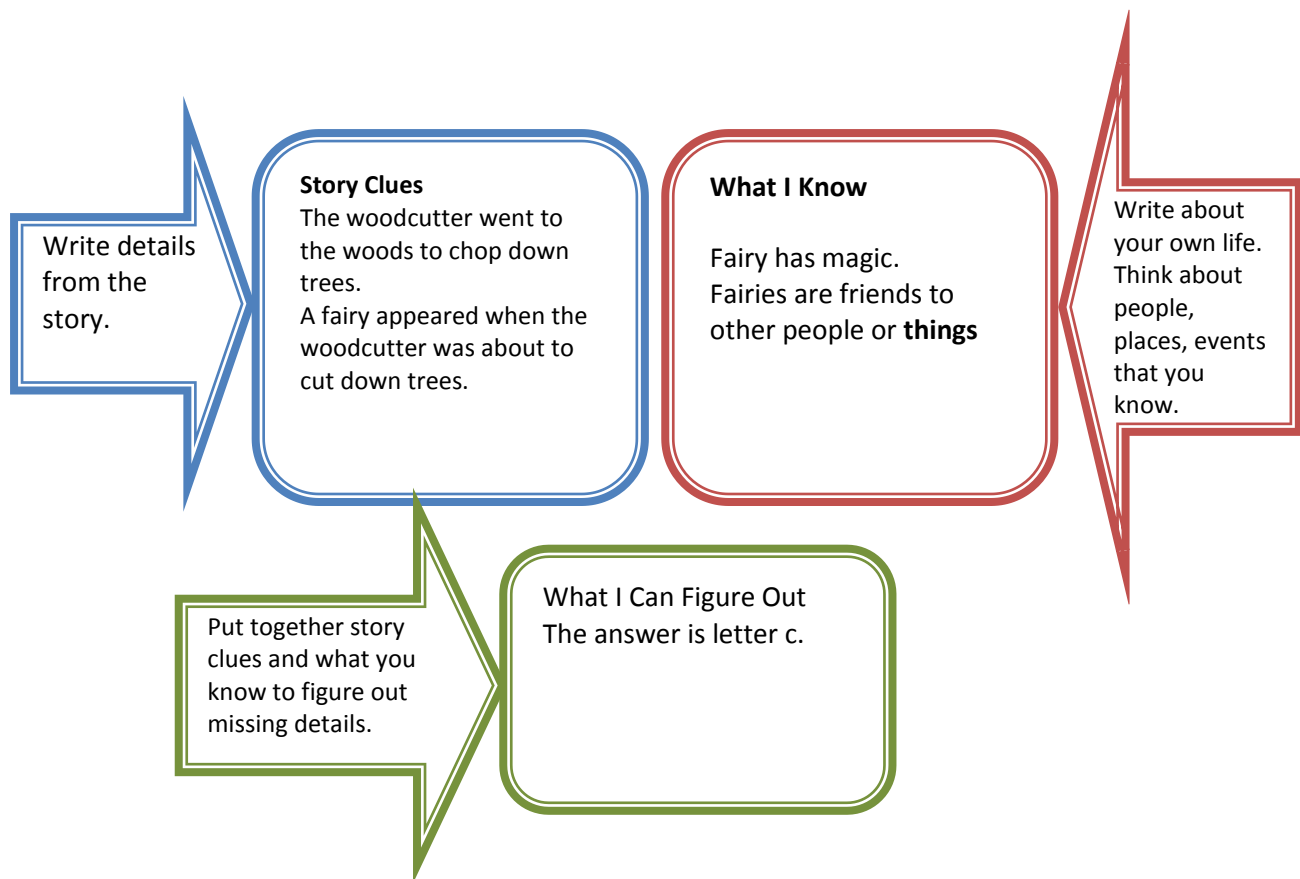
Day 2

3. Analysis and Discussion using Graphic Organizer

Read each paragraph carefully. Then choose the best conclusion you can make from it.

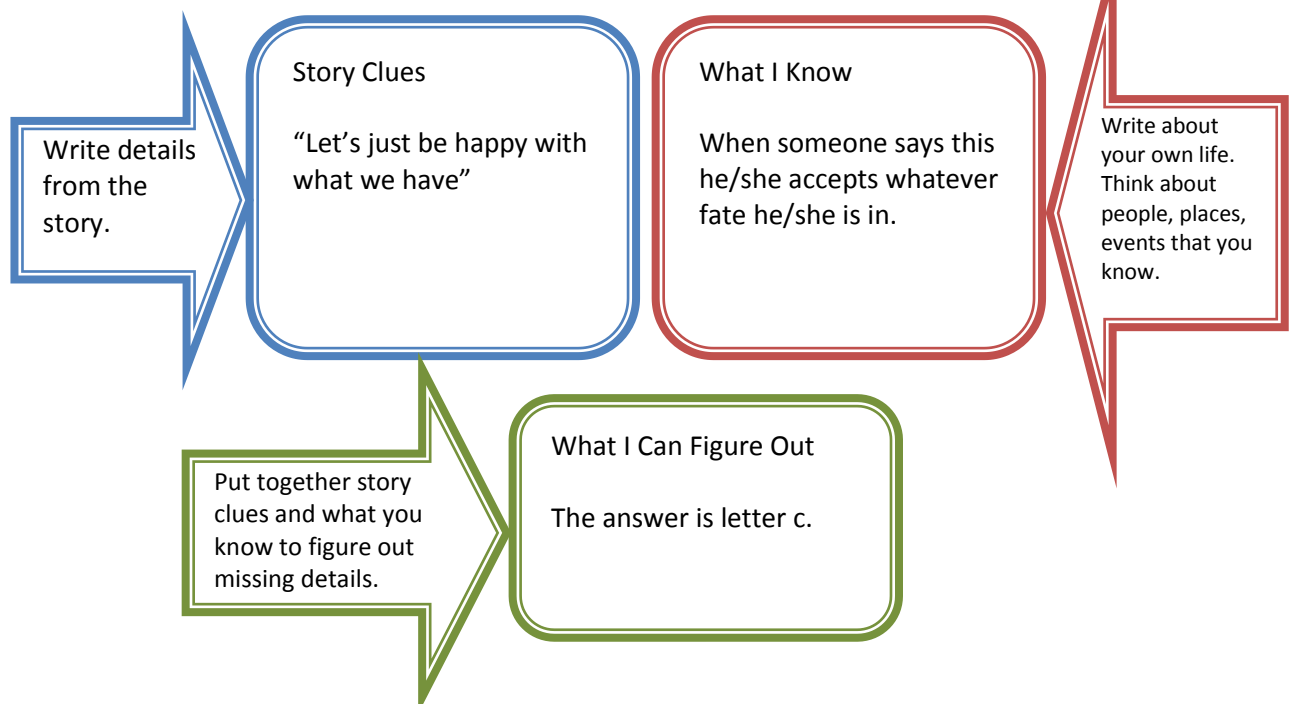
The woodcutter went to the woods to chop down trees. Just as the woodcutter was about to cut down tree, a fairy appeared. She begged the woodcutter not to cut down the tree.

- a. The fairy must be hungry.
- b. The fairy must be living in that tree.
- c. The fairy must be the protector of the trees.



The sausage landed back on the plate. The woodcutter and his wife sat down and ate the sausage. "Let's just be happy with what we have," said the wife. They said this because;

- a. The couple liked each other.
- b. The couple was very hungry to talk.
- c. The couple has learned their lesson.



Ask: How were you able to answer the questions correctly? What did you use to get the correct answer?

4. Generalization

Ask: What should we remember in order to understand and draw conclusion in the story?

In order to understand better what you read, you have to infer feelings and draw conclusions. Drawing conclusion is giving the right guess to the whole picture. To do this, you have to base your guess on available facts (story clues) and your own experience (what you already know).

5. Practice Skills

What can you conclude from these pictures? Encircle your answer.



- a. The teacher is sick.
- b. The teacher is teaching his pupils.
- c. The teacher is playing with his pupils.



- a. The typhoon was strong.
- b. The flood destroyed the city.
- c. The people were enjoying the flood.



- a. The mother is happy.
- b. The mother is cooking.
- c. The mother is taking care of the baby.



- a. The pupils have a field trip on a farm
- b. The pupils have a field trip on a zoo.
- c. The pupils have a field trip on a park.



- a. The woman is a chef.
- b. The woman is a teacher.
- c. The woman is a dressmaker.

6. Engagement Activities

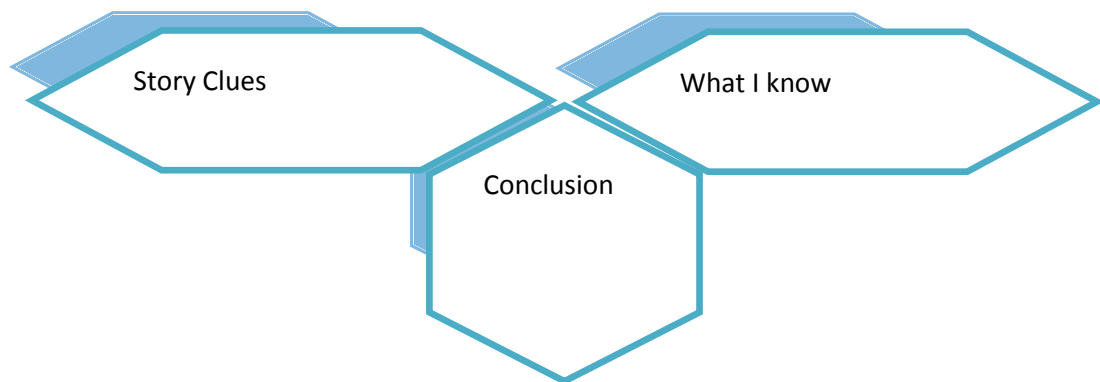
Group I

Read the story. Answer the questions below by drawing conclusions. Write your answer on the organizer.

Lyndle woke up early and ran down the stairs with a big smile on her face. She had been waiting all night for Saturday to arrive. She ran into the kitchen. On the table was a decorated cake with a candle in it. Chris, Lyndle's brother, walked in holding a large box wrapped in pretty pink paper and tied with a ribbon. Lyndle beamed and quickly tore off the paper to reveal a box with a beautiful doll on the side. She hugged and kissed her brother and ran to call her best friend. The day was starting off wonderfully.



What did Chris give to Lyndle? Why did he give it?



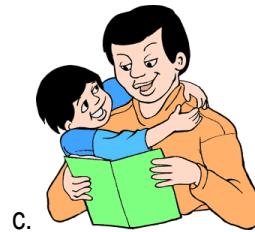
Group II

Read the sentences. Draw conclusion and encircle the letter that best completes the sentences.

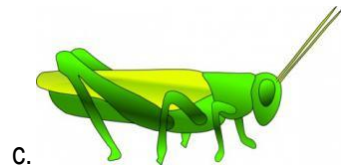
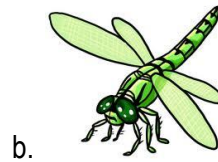
1. It is Sunday. The family woke up early. After eating breakfast, they get dressed and went to a place where they praise and worship the Creator. Where is this place?



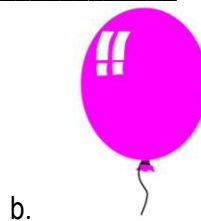
2. Justine grabbed the strap and put it around Brownie's neck. He walked outside the house. Brownie followed behind him as its tail wag. He said, "I walk you to the park. Today is going to be a great day". Who is Brownie?



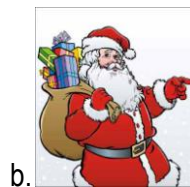
3. Janice keeps her pet in a big jar. Her pet can hop. It eats flies. It is green. What is her pet?



4. It is round and soft. When thrown to the ground it springs back. Children as well as grown-ups play with it. The object is described as _____.



5. He is quite fat. He has a cheerful face with long white beard. He wears red cap and red coat. During a special season, he is said to ride a sled with full of gifts drawn by reindeer. He gives gifts to children.



Group III

Read about Ronald and his dad. Then write about what you think Ronald and his dad will do.

Ronald woke up early on Saturday morning and looked outside the window. The sun was out and it was hot. His dad called to Ronald and said, "It is a perfect day, don't forget to bring a towel!" Ronald grabbed a towel and they left the house.



Where do you think Ronald and his dad were going? _____

Draw a picture of where you think Ronald and his dad were going.

A large, empty rectangular box with a blue border, intended for a drawing.

Group IV

Read the fable carefully. Answer the questions that follow, and then complete the graphic organizer below.

A crow stole a piece of cheese through an open window. He then flew up into a tree. A Fox passing by looked up and saw him. He wanted to get the cheese so the Fox called to the bird. "O, Crow," said he, "How beautiful are your wings! How bright your eyes! And how graceful your neck! What a pity such a bird like you has no voice." Believing the Fox, the Crow opened his mouth to sing a song.



1. What did the Crow steal? _____
2. Who wanted to get the cheese? _____
3. Do you think the Fox got the cheese? _____
4. How did you know? Write your answer on the box. _____

Story Clues

What I Know

Conclusion

An empty rectangular box with a blue border, intended for writing story clues.An empty rectangular box with a blue border, intended for writing what is known.An empty rectangular box with a blue border, intended for writing a conclusion.

Evaluation

Read the sentences below then encircle the answer that best give the right conclusion.

1. Dione carefully examined the bug on the leaf. She noticed that it had six legs and a hard shell. Dione had never seen a bug like this before. She grabbed her magnifying glass and camera. What traits did Dione show?



- a. Dione is kind.
- b. Dione is curious.
- c. Dione is helpful.
- d. Dione is playful.

2. Antero rarely rides to school each morning. He could take the school bus but prefers to walk the two miles from his home to school. He believes that the walk wakes him up and improves his learning throughout the day.



- a. Emir values learning.
- b. Emir is usually late for school.
- c. Emir never rides the bus to school.
- d. Emir always rides the bus home at the end of the school day.

3. "Remember, Maria," Mrs. Russo said, "You're very allergic to chocolate. Please don't eat any chocolate candy at the Halloween party!"

Three hours later, Maria was home from the party with a terrible stomach ache. "I promise you, Mom," Maria groaned, "I'll always do what you say from now on."



- a. Maria ate chocolate at the party.
- b. Maria got into a fight at the party.
- c. Maria ate no chocolate at the party.
- d. Maria embarrassed herself by singing at the party.

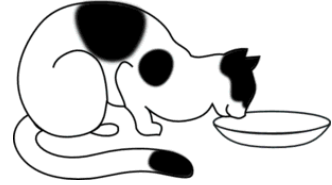
4. In another week, we'll be turning our clocks back one hour. Then it will be almost dark by the time most of us get home from school. It will seem as if we suddenly have less daylight each day. Of course, people aren't actually changing the behavior of the sun or the earth by messing with their clocks.



- a. Our planet has to spin faster when we reset our clocks.
- b. It's clear that turning our clocks back will help prevent global warming.
- c. The earth will actually rotate at a slower rate when we turn back the clocks.
- d. If according to our clocks, the sun sets an hour earlier, it will also rise an hour earlier.

5. Every time I give my cat a plate of tuna, he ignores it. Every time I give him a plate of salmon, he quickly eats it all. When I feed him beef, he eats a little bit of it, but doesn't seem to love it.

- a. My cat won't eat fish.
- b. Cats prefer salmon over tuna.
- c. My cat likes tuna better than beef.
- d. I give my cat more than one kind of food.



Assignment

Read a folktale, a fable or a fairy tale. As you read, fill in the conclusion chart then use your notes to draw conclusion about the characters, setting, and events.

Story Clues

What I Know

Conclusion

Predicting Plausible Outcome using Preview-Predict Confirm

I. Learning Objectives

- a. Predict plausible outcome
- b. Select an appropriate ending to a given situation
- c. Ask and answer questions about oneself/others using pictures

II. Subject Matter

- a. Topic: Predicting Plausible Outcome
- b. Reference: I Can Use English to Make Contact with the World 3 p.182-184, Facing Challenges through Reading 3, English for You and Me p.49
- c. Materials: charts, pictures, prediction charts
- d. Story: Bruce and the Spider
- e. Value: Try and try until you succeed

Day 1

III. Procedure

A. Pre-Reading Activities

1. Motivation using Video Clip (10 minutes)

Show a video on how spider makes web. The video explains and shows slow motion on how the spider spins its web. After watching the video, ask "How did the spider spin their web?".

<http://www.youtube.com/watch?v=4Y9K1H6Yn6o>



2. Activating Prior Knowledge using Guessing Game and Preview-Predict-Confirm (20 min)

The following are clues you can use to guess the hidden word. Guess what is being describe using the clues provided. Remove the flap covering on the picture once the correct answer is given.

 spider Clues: It eats mosquito. It is an eight-legged insect. It can spin a web.	 Army/ soldiers Clues: They are known for their bravery and strength. They have armaments like guns. They protect the country against the enemies.	 King Clues: He has many servants. He has a crown. He rules a kingdom.
--	---	---

After the pupils guessed the words, the teacher uses the pictures to predict the story they are about to read. The teacher asks what words can they find in the story. After eliciting sufficient predictions, the teacher groups the pupils. Each group is provided with small blank cards and the pupils are asked to predict as many words as they can about the pictures and write them on the card. After the prediction, pupils sort the words into categories. Let the pupils negotiate categories within the group. Next, each representative shares his or her group unique word prediction. After each set of word is shared, the teacher asks questions such as "What does the word have to do with the topic of the text?". Finally, the teacher prepares to read the story aloud using DRTA. As the book is read, pupils notes whether their predicted words were used by the author. Whole group or small group discussion during or after the reading includes highlighting the author's use of predicted words.

Write your prediction below:

3. Motive Question

What encouraged the king to continue his battle?

B. During Reading Activities

1. Setting of Standards in Reading
2. Presentation (30 Minutes)

The teacher uses the DRTA strategy while reading the story. The pupils highlight the words they predicted on the story. Classroom discussion is encouraged.

Bruce and the Spider

A long time ago, there was a greatly troubled man. His name is Robert Bruce. He is the king of Scotland. His country was at war with England and the English were winning. In the battle after battle they lost the fight. The King himself had to run away to the mountains to save his life.

S T O P

Who is the king of the Scotland?
Who keeps on losing the battle?
What did the king do to save his life?

The king was walking worriedly through the mountain forests. He was cold and hungry and tired. He walked and walked and walked. At last the King found a miserable little wooden hut. It was empty and deserted. He lay down on the floor of the hut in deep sadness.

"There is no use in going on," he thought. "The enemy has won over our armies six times. We can never win over them. I have failed my people. I might as well give up."

S T O P

Where did the king go?
Where did he stay?
What did the king thought of?
What do you think he will do?

At that moment the King noticed a little gray spider. It was making its web. The spider tried to connect the thread to the other end of the rafter. But the thread broke. The spider fell to the floor of the hut.

Once again, the spider climbed up the wall. It began spinning again. He kept patiently at it until the thread was long enough. Then he again tried to connect himself to the rafter. But again the thread broke. And again the spider fell to the floor.

Once more he climbed up again and began again.

Six times the spider's thread broke. Six times he fell to the ground. Six times he began again. Six times he failed.



What did the king see?

What did the spider do?

How many times did the spider try to spin a web?

Will he be able to spin a web?

The King of Scotland watched the spider in full attention. For a time he forgot his own problem.

The spider did not give up even when he failed for the sixth time. He just tried and tried. On the seventh try, he was successful. The end of the thread connected! The spider began making its web.

Robert Bruce stood up. He bowed his head to the tiny gray insect. "O little spider!" he cried, "You have taught me a wonderful lesson in courage. You were not ready to give up, as I was. You were always willing to try again. Maybe I too shall win if I keep on trying.



Was the spider able to spin its web?

What attitude did the spider show to be able to spin a web?

What lesson did the king learn from the spider?

What do you think he will do next?

The King was still cold, hungry and weary. But he was no longer disheartened. Watching the spider had given him new strength and courage. He got his sword. He gathered together his scattered armies. With the example of the courageous spider, King Robert Bruce led his men. On the way to the seventh try to victory!





Check the prediction you wrote before reading the story? Was your prediction correct?
If not, what new information did you learn in the story that helped you make a new prediction?
How close were your predictions to really what happened?
Do you think the king and his army will win the battle?

C. Post Reading Activities

1. Answering of the motive question

What encouraged the king to continue his battle?

2. Comprehension Check up

1. Who is the king of Scotland?
2. Why did he go to the mountain forest?
3. What caught king's attention?
4. What did he learn about the spider?
5. If you were a leader in a group, what would you do if you lose in a group activity?

Day 2

3. Analysis and Discussion

1. Do you think the king will win in the battle?
2. What story clue supports your answer?
3. What did you use to predict the outcome in the story?

Prediction:

Story Clue:

4. Generalization

We predict outcome when we decide what happens next. We make a guess about what we think will happen as a result of some events.

What do we use to predict outcomes in the story?

We use story clues to figure out what will happen later in the story.

5. Practice skills

The dog continuously barked and barked, but does not wag his tail. Then a stranger knocked at the door. This dog bites strangers. Tell what will happen next.

What do you think will happen next?

The dog will bite the stranger.

What story clues helped you to predict?

This dog bites strangers.

6. Engagement Activity

a. Activity 1

Read each short paragraph and tell what will happen next. Write your prediction and the story clue in the box.

1. Jane climbed the steps to get to the diving board. She stood on the edge of the board and looked at the pool below. She took a deep breath and got ready. What will Jane do next?

Your Prediction:



Story Clues:

2. The puppy ran around the yard looking for his lost bone. He sniffed all over the lawn. When he found the right spot, he started digging. What will happen next?

Your Prediction:



Story Clues:

3. Kate was telling a joke to his friends, his friends thought it was funny. What do you predict his friends will do?

Your Prediction:



Story Clues:

4. Tim had five candy bars for breakfast, three bags of chips for lunch, and two big pieces of cake for dessert. What do you think will happen next?

Your Prediction:



Story Clues:

5. Yesterday the sun went away, the sky grew dark, big clouds puffed up in the sky, and the wind began to blow. What do you predict happened next?

Your Prediction:



Story Clues:

b. Group Activity

Guess and Draw

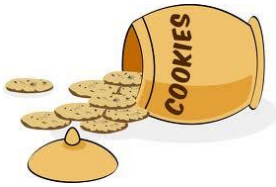
Look at the picture on the left. Then draw a picture and write about what you predict will happen next.

	Draw your prediction	Write your prediction
 Group 1		
 Group II		
 Group III		
 Group IV		

7. Enhancement Activity

Read the selection and answer the questions that follow. Write your answer on the boxes below.

Cookie Catastrophe



the stairs.

Late Saturday night, Miguel was starving. So, he snuck down to the kitchen, moved the chair to the refrigerator, and reached up to the top and into the cookie jar. Just as his fingers touched a big, chocolate chip cookie, Miguel felt the jar begin to slide. Before he could stop it, he heard a loud crash, then two sets of footsteps running down



What do you think will happen next?

Story Clues:

IV. Evaluation

Read the statement. Shade the heart before the sentence that tells what will happen next.

1. Johnny wanted to buy some candy at the store, but he forgot his money at home. What do you think will happen next?



He will go back home to get his money.



He will beg for money so he can buy candy.



He will steal candy from the store.

2. Jena was swinging on the swings when she heard a "SNAP!" What do you think will happen next?



Jena will shout at the kids.



Jena will continue on swinging



Jena will fall down to the ground.

3. Henry had been waiting all week to go to the beach. He was all ready to go when his mom said, "I have some bad news." What do you think will happen next?

- ☐ They will go the mall.
- ☐ They will not go to the beach.
- ☐ They will go to the beach.

4. Gina always brings treats for her younger brother whenever she travels to another place. This afternoon, Gina is in Davao City and goes inside a souvenir shop. What do you think she will do next?

- ☐ She will eat inside the shop
- ☐ She will buy souvenir for her brother.
- ☐ She will make a call to her brother.

5. In the shop, Theone was very excited because he saw a toy car, a toy he just really wanted. What would Theone do next?

- ☐ play the toy car
- ☐ leave the shop
- ☐ buy the toy car he liked

V. Assignment

Read the story. Answer the questions that follow. Look for clue words.



Tommy loves biking. He goes biking in all kinds of weather. He has been planning this bike trip for weeks. Today is going to be a great day. He wakes up early and looks out the window. It is raining.

What is your prediction?

What is the clue word?

What is your experience about it?

Answer:

Story clues	Prediction
He goes biking in all kinds of weather	Tommy will go on his planned biking trip.

Sequence events in the Story using Concrete Experience and Think-Pair Share

I. Learning Objectives

- a. Sequence events in the story thru a group of sentences
- b. Follow simple two-step directions
- c. Identify things that make people rich or poor

II. Subject Matter

- a. Topic: Sequencing Events in the Story
- b. References: Developing Reading Power,
Lesson Guide in Grade 3
Reading Links
- c. Materials: large stone or improvised large stone, charts, worksheets,
pictures
- d. Story: A Stone in the Road
- e. Value: Goodness and hard work are rewarded with respect.

Day 1

III. Procedure

A. Pre-reading Activities

1. Motivation using Concrete Experience (15 minutes)

The teacher shows a large stone or improvises one. The teacher then asks the pupils about what are they going to do if they see a big stone in the road on their way home. The teacher asks one pupil to do simulation in front of the class. Ask at least 2 pupils to do simulation.

Ask: *What will you do if you see a large stone on your way home?*

Share and discuss the different reactions on the stone. This activation puts the pupils in a state of readiness for a new learning from the text.

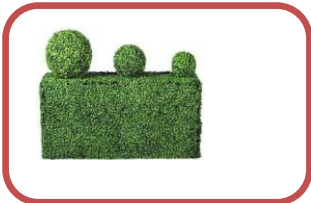


2. Unlocking of Difficulty using Picture clues (10 minutes)

Arrange the jumbled letters to unlock the words below. Use the pictures below as clues.



c-m-o-p-l-i-n-a



e-d-h-g-e



a-w-d-n



c-s-o-l-d



i-l-l-r-e-m

3. Activating Prior Knowledge using Contrast Chart (15 Minutes)

Say: Do you ever wonder what make people rich and what make them poor? What rich or poor people have in their lives? List some things that rich or poor people possess.

To further activate their schema, ask: What do you think are the things they do to make them rich or poor people? List some things that make people rich or poor.



Rich	Poor
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

4. Motive Question:

Why was the miller boy rewarded a bag full of gold?

B. During Reading Activities

1. Setting of Standards in Reading
2. Presentation (30 minutes)

The teacher may opt to let the pupils watch the story on this link:
<http://kids.baps.org/storytime/thestoneintheroad.htm>

The Stone in the Road

There was once a very rich man. He lived in a beautiful castle near a village. He loved the people in the village. He tried to help them. He planted beautiful trees near their houses. He had picnics for their children. And every Christmas he gave them a tree.

But the people did not like to work. They were unhappy because they were not rich like their friend.

One day the rich man got up very early in the morning. He put a large stone in the road that led past his home. Then he hid himself behind a hedge. He waited to see what would happen.

By and by a poor man came along driving a cow. He scolded the stone that lay in his path. But he didn't pick it up. He walked around it and went on his way.

So the day passed. Everyone who came by complained because the stone lay in the road. But nobody touched it.

At last, just as nightfall, the miller's boy came past. He was a hard working fellow. He had been busy since dawn at the mill.

But he said to himself, "It is almost dark. Somebody may fall over this be badly hurt. I will move it out of the way."

So he tugged at the heavy stone. It was hard to move. He pulled and pushed and lifted until at last he moved it from its place. To his surprise he found a bag lying beneath it.

He lifted the bag. It was heavy, for it was filled with gold. Upon it was written, "This gold belongs to the one who moved the stone."

The miller's boy went home feeling very happy indeed. And the rich man went home to his castle. He was glad that some people were willing to do hard things and he was glad that the miller's boy had been rewarded for his good work.



Adapted
From Favorite Stories and Songs

Think – Pair Share Worksheet

Think – The teacher stops after reading a certain paragraph. Teacher begins by asking specific question about the text. Students think about what they know or have learned about the topic.

Pair - Each pupil is paired with another pupil or a small group



Share - Pupils share their thinking with their partner. Then the teacher expands the share into a whole class discussion.

Questions:

1. Why did the rich man put a large stone on the road?
2. Why do you think the people in the village were poor?
3. Why did the people complained about the rock in the road?
What do you think is the best way to do about the rock?
4. If you were the rich man, what will you do to help your people?

B. Post Reading Activities

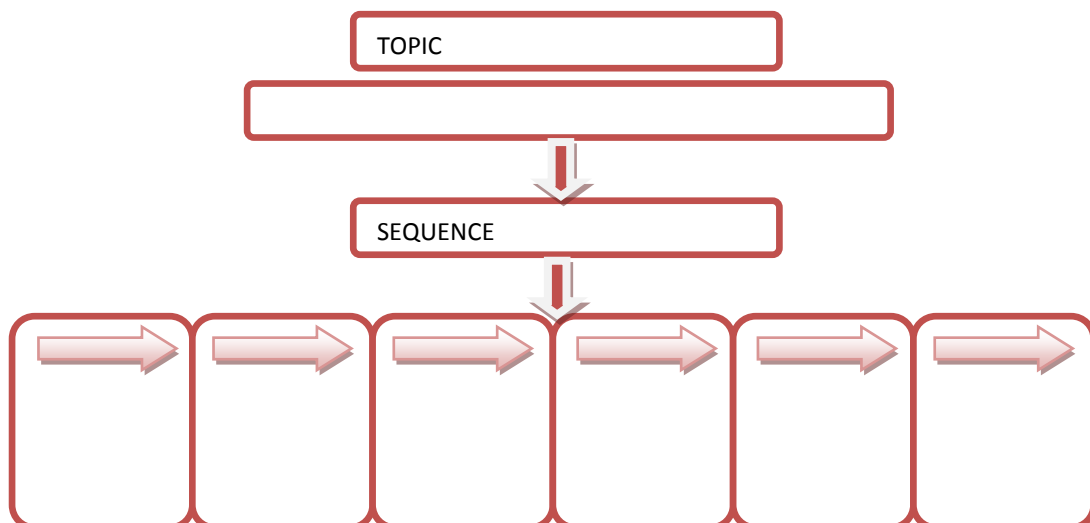
1. Answering of the Motive Question

Why was the miller boy rewarded a bag full of gold?

2. Comprehension Check-up

1. Who put a stone on the road?
2. What did the people do to the stone?
3. Who moved the stone out of the road? Why did he move it?
4. Do you think it is right to reward the miller boy?
5. If you find something that blocks your way such as stone, what will you do?

3. Analysis and Discussion using Sequential Organizer (20 Minutes)



Say: How will you arrange these events that happened in the story? Put the correct events in the sequence organizer.

He hid himself in a hedge and waited to see who will move the stone.
One day, the rich man put a large stone in the road to test his friends.
The poor man came and scolded the stone that lay in the road.
The rich man went home to the castle happily.
The boy moved the stone and rewarded a bag full of gold.
At last, the hardworking miller boy came by.

4. Generalization

Ask: What are the things to be considered in sequencing the events in the story?

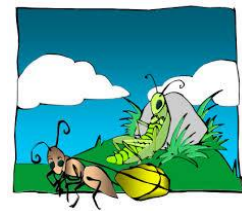
The sequence is the order in which events happen. It is important to understand the sequence of events in the story especially when the events are not told in exactly the same order in which they happened.

Day 2

5. Practice Skills

Read the fable about the Ants and the Grasshopper then number the events that happened in the story.

The grasshopper sang and danced
All through each summer day,
While the ants were endlessly looking
For food to store away.
And when the rainy season came
The ants had food – a plenty
While the poor grasshopper went about
Sad and very hungry!



The Ants were
always busy
looking for food.

Then the rainy
season came.

Ants have
plenty of foods.

The grasshopper
didn't save food.

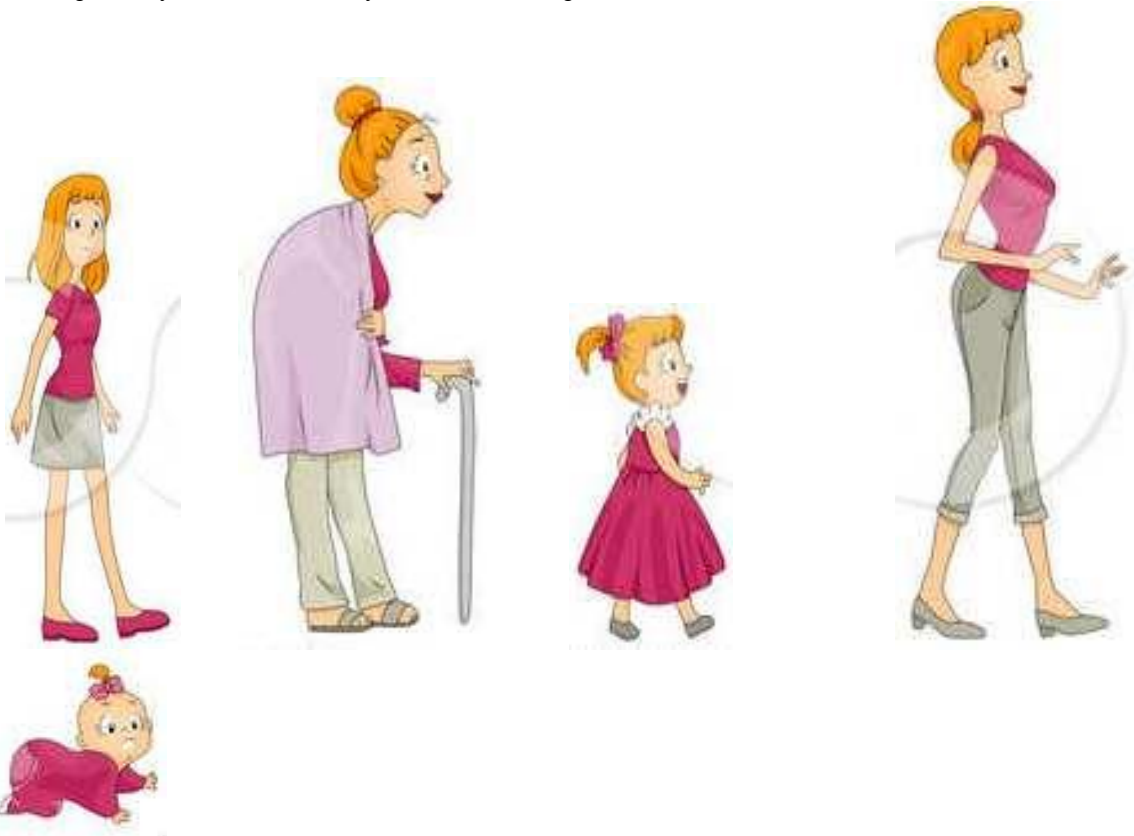
The
Grasshopper
was hungry and
sad.

6. Engagement Activities

Group I

Growing up

Arrange the stages of human development. Number the picture from 1 to 5. Then write the things that you can do when you are on that age level.



Things that you can do when you are in this stage:

Teen Age

Old Age

Child

Young Adult

Baby

Group II

The picture shows the proper way to wash your hands. Arrange the sentences that show the correct steps in hand washing. Write your sentences on the chart below.

Wash that Dirt Away!

Turn off the faucet using your elbow. 	 Scrub back of hands, wrists, between fingers and under fingernails.
Apply soap for 15 seconds. 	 Rinse your hands.
Wash your hands. 	 Dry hands with paper towel.

Sequence Chart

TOPIC

↓

SEQUENCE

↓

→

→

→

→

→

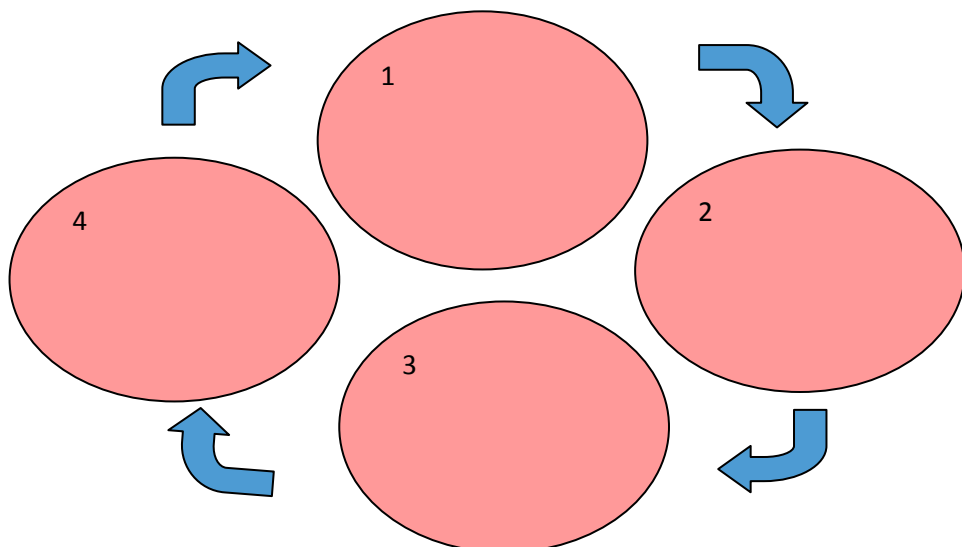
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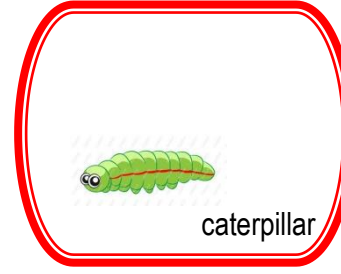
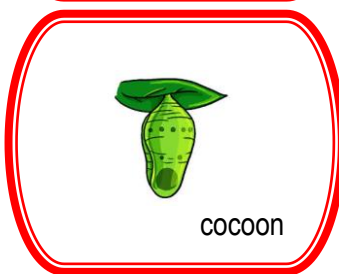
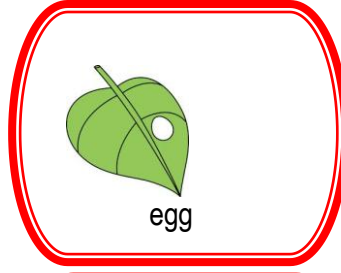
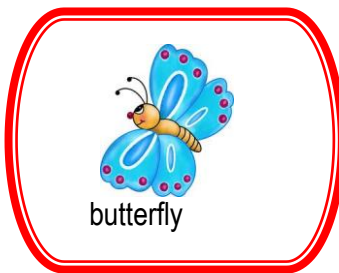
Group III

Read the story then complete the organizer below. Can you tell the story of how a caterpillar changes into a butterfly? Arrange the picture based on the stages of butterfly. Put the correct picture on the organizer.

Life Cycle of a Butterfly

Butterflies go through four stages of life; egg, larva, pupa and adult. This process is called metamorphosis. A butterfly's larva is called caterpillar and it spends its day munching leaves. When a caterpillar reaches full growth, it spins a cocoon. Inside the protective sack, it undergoes a great change and eventually a beautiful flying adult emerges as a butterfly.





Group IV

Arrange the steps in washing dishes. Write numbers them from 1 to 5.



Steps on How to Wash Dishes

_____ Dry the dishes



_____ Rinse the dishes



_____ Scrape dishes into the trash.	
_____ Put the clean dishes in the rack.	
_____ Wash the dishes	

7. Enhancement Activity

The following is a list of procedure on how to shop. Arrange the correct steps in shopping. Write your answer on the box below.

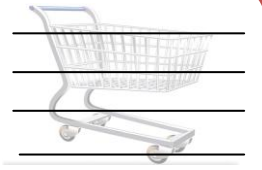
How to shop

Then we drive to the store.	The next thing we do is get a shopping cart.
The first thing we do is make a list	Next we pay for our food.
When we are done, we drive home.	Then we put the food in our cart.

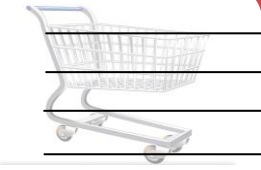
 Title



Step 1



Step 2



Step 3



Step 4



Step 5



Step 6

V. Evaluation

Read the fable and answer the question below.

The Dove and the Ant

An ant came to a river to drink. As she was drinking, she fell into the river. She began to sink.

“Help! Help!” the ant cried.

Just then a dove flew by. The dove grabbed a twig. She threw it into the river.

“Hold on to this, my friend,” said the dove.

The ant held on in to the twig. They floated on the water until the wind blew them toward the river bank. The ant crawled off the twig.

Many days passed. One day, the dove was sitting in a tree when a hunter saw her. The hunter aimed at the dove. The ant saw the hunter. As the man fired, the ant bit his heel. The man missed the dove. The dove flew away safely.

Answer the following questions:

1. Who are the characters in the story?
a. dove and the hunter b. friend and dove c. ant and dove d. ant and the hunter
2. Why did the ant go to the river?
a. to play b. to fetch water c. to drink water d. to look at the water
3. Who rescued the ant?
a. the hunter b. the twig c. the bird d. the dove
4. How did dove rescue the ant?
a. the dove swim in the water c. the dove fly to the ant
b. the dove threw a twig to the water d. the dove called the police
5. How was the dove saved from the hunter?
a. the ant ignored the hunter c. the ant danced
b. the ant threw stone at the hunter d. the ant bit the hunter's heel

Arrange the events in the story. Write 1-5 before the circle.

- ☐ One day, the ant was drinking in the river
- ☐ The ant fell into the river and was saved by the dove
- ☐ Many days passed, the hunter aimed at the dove
- ☐ The ant saw the hunter and bit his heel
- ☐ The hunter missed the dove and it flew away safely.

V. Assignment

Copy or make a recipe on cooking or preparing simple dish. Observe correct sequence in preparing the chosen dish.

Example: How to Make an Egg Sandwich
 How to Make Calamansi Juice

Identifying Reality and Fantasy using Think-Pair Share and Concept Attainment

I. Learning Objectives

- a. Distinguish between reality and fantasy in a story read
- b. Use context clues to get the meaning of unfamiliar words
- c. Give ways on how to help others

II. Subject Matter

- a. Topic: Identifying Reality and Fantasy
- b. References: Facing Challenges through Reading
- c. Materials: pictures, book box, puzzles, charts, art materials, picture wheel
- d. Story: The First Monkeys
- e. Value: Kindness

Day 1

III. Procedures

A. Pre Reading Activities

1. Motivation (10 minutes)

Show a picture of a beggar.

Ask: What does a beggar need? What will you do if you see a beggar?



2. Unlocking of Difficulties using Context Clues (10 minutes)

Find the antonyms/synonyms of the underlined words in each sentence.

- 1. The beggar ask for alms to the rich people.
- 2. The cruel leader needs to be kind to his people.
- 3. Mang Isko sew expensive garments and clothes of the kings and queens.
- 4. We need to clean the untidy rooms.

3. Activating Prior knowledge using Book Boxes (20 minutes)

The teacher begins by informing pupils that there are several objects in the book box that are somehow related to the story that they are going to read. The teacher shows several objects from the box one at a time. Objects can be figurine, stuffed toys, real objects, or pictures. Teacher asks about talk about the objects and pupils generate predictions about the story.

Objects in the Book Box:

Clue #1: castle

Prediction 1: _____

Prediction 2: _____



Clue #2: spoon and fork

Prediction 1: _____

Prediction 2: _____



Clue #3: monkey

Prediction 1: _____

Prediction 2: _____



Clue #4: King and Queen

Prediction 1: _____

Prediction 2: _____



Clue #5: Table with plenty of foods

Prediction 1: _____

Prediction 2: _____



4. Motive Question

What did the king and queen do to the beggar?

B. During Reading Activities

1. Setting of Standards in Reading
2. Presentation using Think-Pair Share (40 minutes)

The First Monkeys

Once upon a time a king and a queen ruled a kingdom in an island. The king was harsh and unkind. The queen was fun – loving but naughty.

The couple lived in a big palace. They had many helpers. They were always ready to attend to the needs of the king and Queen. They often threw big parties. They can collect expensive wine and different kinds of food from their guests.



One day, the king invited his friends to a whole day party. He asked his helpers to prepare food on three big tables. They were filled with different kind of foods. There was plenty of food for everyone.

Soon the guests arrived. There was music. They danced, told stories and laughed aloud. At noon they started to sit at the tables to eat. They continued to share jokes and laughed.

The king was surprised to see an old dirty beggar beside him. With tearful eyes the beggar said, “Can you give me some food? I’ve not eaten for many days.”



The king looked at her angrily and said, “Get away from here! You old smelly woman.”

“Helpers,” the queen called out, “Who let this old beggar in? Come and get her out of here.”

Before the helpers could get the old beggar out, the king threw his spoon and fork at her. The guests followed what he did. They laughed as they watched the old woman avoiding the spoons and forks.

Suddenly, a flash of light hit the old woman. She immediately turned into a pretty young lady. She was dressed in a white flowing gown. Her face shown with brightness. In a loud strong voice, she said, “No one among you has a kind heart. Because of your cruelty, you will be turned into animals.”



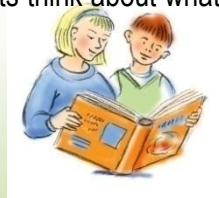
A strange thing happened. All the spoons and forks thrown at the beggar started to move toward the guest. Each landed on a person’s back and become a tail. Their clothes turned into hair all over their bodies. When they opened their mouth to speak, all they could say was “Ugh... Ugh...Ugh...”

The ugly hair creatures became the first monkeys.

- Adapted

Think – Pair Share Worksheet

Think - Teacher begins by asking specific question about the text. Students think about what they know or have learned about the topic.



Pair - Each pupil is paired with another pupil or a small group

Share - Pupils share their thinking with their partner. Then the teacher expands the share into a whole class discussion.

Questions:

1. Name the three problems each character faced.
 - a. King and Queen
 - b. Beggar
2. Who turned the king, queen, and the guests into monkeys?
3. Is what you are reading believable? Why or why not?
4. What are the evidences that support your answer?

C. Post Reading Activities

1. Answering of the Motive Question

What did the beggar do to the king and queen?

2. Comprehension Check Up (10 minutes)

1. Who do you think is the beggar?
2. What made you think so?
3. Do you think the king, the queen, and their guests got what they deserved?
Why/ why not?
4. Do you think monkeys can be like people? Why or why not?
5. What lesson can we learn from the story?
6. Have you helped someone? Cite examples on how you helped them.

Day 2

3. Analysis and Discussion using Concept Attainment (20 Minutes)

In a strip of cartolina, write the following sentences and ask the students which of the following sentences belong under the yes and no heading. The teacher may model the first two sentences and lead the pupils in understanding which idea belong under each heading.

	
The King and Queen ruled the kingdom.	The beggar turned into a pretty lady dressed in white flowing gown.
The king and the queen lived in big palace.	The pretty lady turned all the guests into animals.
The helpers prepared food on big tables.	All the spoons and the fork started to move toward the guests.
The beggar was untidy.	The spoon and forks became a tail.
The beggar begged for food.	The garments and jewelry turned into hair all over their body.

After the pupils have organized the idea, introduce that the ideas that belong under the yes column are REALITY and ideas under the no column are FANTASY.

4. Generalization

How do we differentiate reality and fantasy?

A realistic story tells about characters and events that could happen in real life.

A fantasy tells about characters or events that can /are impossible to happen.



5. Practice Skills

Write R if the sentence tells reality and F if fantasy.

- _____ 1. The children enjoyed playing in the park.
- _____ 2. Mother went to the market yesterday.
- _____ 3. The cat is talking to Albert.
- _____ 4. A ship sinks in a stormy sea.
- _____ 5. The angry dragon blew fire to the soldiers.

6. Engagement Activities

Group I

Complete the picture puzzle (cut the pictures into four). Tell whether it is real or fantasy. Write your answer on the blank provided.













Group II

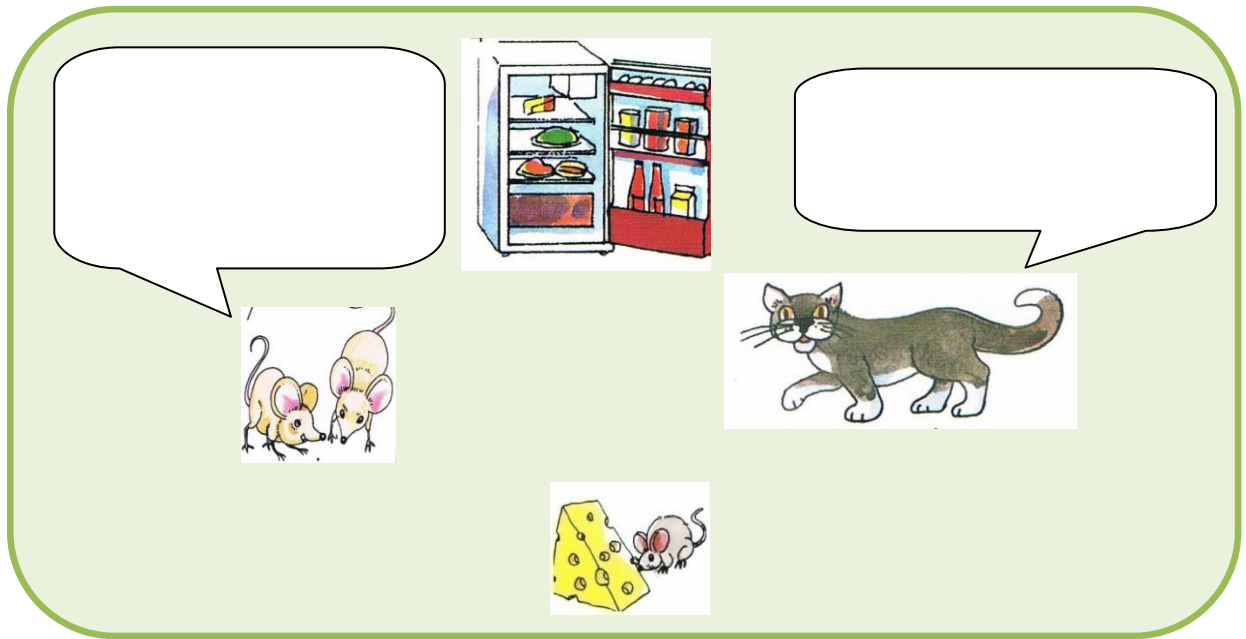
With the set of materials given to you, think of something that you can create. Then identify whether your product is reality or fantasy.

Materials: glue, scissors, cartolina, crayons, stick, and manila paper



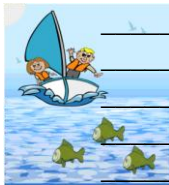
Group III

Create a fantasy story out of the picture strip below. First, fill in the balloons with words said by the characters.



Group IV

Write Reality in the blank if the idea or event is real or likely to happen and Fantasy if not.

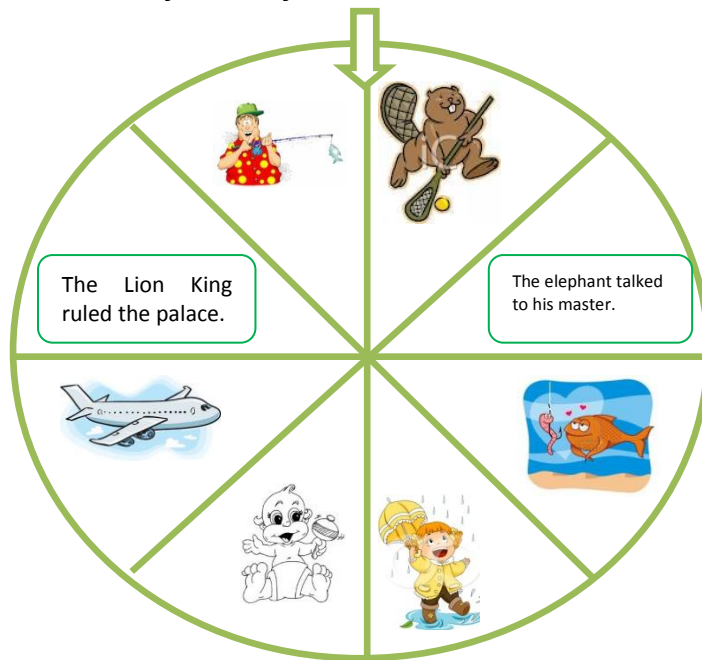


- _____ 1. The mermaid gave a red crystal to the people in the barrio.
- _____ 2. The fisherman found a crystal object shining like a thousand stars.
- _____ 3. The people go to the beach during summer time to cool themselves.
- _____ 4. The people lived under the sea and made friends with the fish.
- _____ 5. The sea was red with blood and on the sea shore were dead people killed by the Spaniards.



7. Enhancement Activity using Picture Wheel

Play the picture wheel. Let the pupils spin the wheel and tell whether the picture where the arrow is pointed is fantasy or reality.



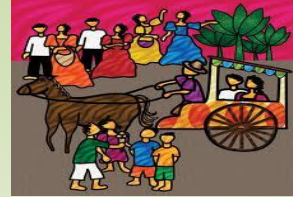
IV. Evaluation

Tell whether each sentence is reality or fantasy. Shade your answer.

1. The mermaids stopped the sailors as they sailed by the island.
☐ Reality ☐ Fantasy
2. The sailors pulled up the anchor and the boat put out to sea.
☐ Reality ☐ Fantasy
3. The animals danced as the roosters play the guitar.
☐ Reality ☐ Fantasy
4. The hungry animals strutted around the barnyard.
☐ Reality ☐ Fantasy
5. The clock struck twelve midnight.
☐ Reality ☐ Fantasy
6. The clock waved its hand at the children.
☐ Reality ☐ Fantasy

V. Assignment

Read the tale. Underline the real incidents and circle the fanciful ones.



Mang Bino, a Calesa Driver

Mang Bino is a calesa driver. He drives a calesa to and from Divisoria, in Manila. He is no ordinary driver. Everybody is afraid of him.

Mang Bino's calesa is the biggest in the city. It is as big as a house. Not just everybody could ride in it. Mang Bino picks out only important people to ride in his calesa. And his calesa has no step board. Mang Bino just picks up his passengers and places them on the seats.



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Google: Images

Appendix B

NATIONAL ACHIEVEMENT TEST RESULT – GRADE THREE

School Year 2012-2013

PERCENTAGE OF CORRECT RESPONSES

DIVISION: Muntinlupa City

SCHOOL: Alabang ES

N: 836

COMPETENCIES	MEAN	SD	RANK
<u>ENGLISH READING</u>			
1. Note explicit and implied details from a story read -Answer how and why questions	66.15	37.70	8
2. Get the main idea -Select an appropriate title to a given selection	35.77	33.83	5
3. Perceive relationship - Identify cause-effect relationship	31.94	36.82	2
4. Predict Outcome - Select an appropriate ending to a given situation	30.80	31.42	1
5. Make inference - Infer what happened before or after an event	35.33	30.06	4
6. Draw conclusion using passages/pictures as stimuli	41.99	25.46	6
7. Sequence events in the story thru a group a sentences	47.07	38.23	7
8. Distinguish between facts and fantasy in a story read	34.21	30.33	3

Appendix C
DIVISION ACHIEVEMENT TEST RESULT – GRADE THREE
School Year 2011-2012

FREQUENCY OF ERRORS

DIVISION: Muntinlupa City

SCHOOL: Alabang ES

N: 890

SKILLS	ITEM NO.	INDEX OF DIFFICULTY	RANK
1. Infer what happened after	22	0.65	1
2. Infer what happened before	26	0.55	2
3. Identify irrelevant ideas in a passage	30	0.51	3
4. Predict plausible outcomes	16	0.46	4
5. Note explicit details from the story	12	0.45	5
6. Use the comparative form of adjectives	10	0.41	6
7. Perceive relationship (cause- effect)	15	0.40	7
8. Infer trait of the character as to what they do or say	19	0.38	8
9. Sequence events in the story	20	0.37	9
10. Use possessive pronouns	3	0.35	10

Appendix D

NEEDS ASSESSMENT RESULTS

A. Skills that you find difficult to teach to your pupils.

Items	Frequency								Mean	Rank
	1	2	3	4	5	6	7	8		
A. Note explicit and implied details from a story read	3	6	1	5	0	2	0	0	3.24	2
B. Get the main idea -Select an appropriate title to a given selection	5	1	7	2	1	1	0	0	2.82	1
C. Perceive relationship-Identify cause-effect relationship	3	2	2	1	3	3	3	0	4.15	4
D. Predict Outcome - Select an appropriate ending to a given situation	0	1	3	1	8	3	1	0	4.74	6
E. Make inference - Infer what happened before or after an event	2	4	0	5	1	3	2	0	3.97	3
F. Draw conclusion using passages/pictures as stimuli	3	2	1	1	4	2	2	2	4.50	5
G. Sequence events in the story thru a group a sentences	1	1	4	2	1	3	5	0	4.76	7
H. Distinguish between facts and fantasy in a story read	0	0	0	0	0	0	4	13	7.82	8

B. Least mastered skills of Grade III pupils in terms of Reading comprehension

Items	Frequency								Mean	Rank
	1	2	3	4	5	6	7	8		
A. Note explicit and implied details from a story read	2	8	1	2	0	2	0	1	3.41	2
B. Get the main idea -Select an appropriate title to a given selection	9	1	3	3	0	1	0	0	2.26	1
C. Perceive relationship- Identify cause-effect relationship	1	4	1	4	3	2	2	0	4.06	4
D. Predict Outcome - Select an appropriate ending to a given situation	1	1	3	1	5	2	4	0	4.76	6
E. Make inference - Infer what happened before or after an event	2	1	3	4	5	2	0	0	3.94	3
F. Draw conclusion using passages/pictures as stimuli	2	2	3	2	2	5	1	0	4.74	5
G. Sequence events in the story thru a group a sentences	0	1	5	1	2	2	6	0	5.06	7
H. Distinguish between facts and fantasy in a story read	0	0	0	0	0	0	4	13	7.76	8

Appendix E

Results of Summary of Fry Readability Test

The following are the stories used in the Seminar Paper entitled Instructional Materials in Teaching Reading for Grade III Pupils. To know the suitability and ease with which the story can be read, a readability test was performed. This test intended to help educators know whether the text is appropriate and suitable to the target readers.

This study made use of the Fry Readability Formula that was developed by Edward Fry. The Fry readability formula or Fry readability graph is readability metric for English texts.

The grade reading level (or reading difficulty level) is calculated by the average number of sentences (y-axis) and syllables (x-axis) per hundred words. These averages are plotted onto a specific graph; the intersection of the average number of sentences and the average number of syllables determines the reading level of the content.

Below is the table of the eight reading competencies to be developed among Grade III pupils.

Objectives	Story	Average number of Syllables per 100 words(x axis)	Average number of sentences per 100 words (y axis)	Grade Level
Sequencing Events	The Stone in the Road	131	11.1	3
Identifying reality or fantasy	First Monkey	131	11.2	3
Noting details	A Bee Family	122	10.5	3
Getting the Main idea	A Desert Animal	131	11.5	3
Identifying cause and effect	The Boy who Cried Wolf/	124	11.2	3
Predicting outcome	Bruce and the Spider	132	12.6	3
Drawing conclusion	Three Wishes (Old Folktale)	132	12.6	3
Making inference	The Suspect	134	15.3	3

Source: <http://www.readabilityformulas.com/free-fry-graph-test.php>

Appendix F

Letter and Evaluation Tool

_____:

The undersigned is currently working on her seminar paper entitled, "Instructional Material in Teaching Reading Comprehension for Grade III Pupils" as part of the requirements in Master of Arts in Teaching English Language Arts. This study aims to develop and validate lesson plans using identified comprehension strategies that will improve the comprehension skills of the target learners.

In line with this, I would like to request you to share some of your precious time and expertise to evaluate the instructional material in Reading. Attached herewith is the copy of the material. It includes a brief description, procedure of the strategies and the eight lesson plans together with the evaluation sheet. The said evaluation sheet is composed of two parts. Part I is the Evaluator's Personal Information Sheet and Part II is the Evaluation Sheet itself. The material will be rated based on the criteria found on the Evaluator's Sheet. Rest assured that any data you will provide will be kept in strict confidentiality. This shall be used only for the purpose intended.

Thank you.

Respectfully yours,

GLENDLE L. LUNAR,SGD

Researcher

I: Evaluator's Personal Information

Directions: Kindly put a check/mark or fill up the space provided to the questions that follow.

Name: _____

Name of School: _____

Position/ Designation: _____

1. Evaluator's Profile:

1.1 Highest Educational Attainment

- ☐ [] Doctoral Degree
- ☐ [] Master's Degree with Doctoral units
- ☐ [] Master's Degree
- ☐ [] Bachelor's Degree with Master's units
- ☐ [] Bachelor's Degree

Please indicate your degree and/ units earned: _____

1.2. Seminars/ Conferences Attended for the Last Five Years

Title of Seminar	Inclusive Dates of Attendance	Conducted/Sponsored by
_____	_____	_____
_____	_____	_____

1.3. Number of Years in Teaching _____

1.4. Levels you have handled

Pre school	Primary	Intermediate
☐ [] Nursery	☐ [] Grade 1	☐ [] Grade 4
☐ [] Kindergarten	☐ [] Grade 2	☐ [] Grade 5
☐ [] Preparatory	☐ [] Grade 3	☐ [] Grade 6
Others: _____		

Part II. Evaluation Tool

Directions: The following criteria represent your evaluation and suggestions on the attached Lesson Plan. Kindly check your position on the scale as your feedback wherein:

5 – Strongly Agree
4 – Agree

3 – Undecided

2 – Disagree
1 – Strongly Disagree

5 – Criteria	5	4	3	2	1	Revision Suggestions
A. OBJECTIVES						
1. The objectives are clearly stated.						
2. The objectives are measureable.						
3. The objectives are stated in terms of pupil's performance.						
4. The objectives focus on what the pupils will learn.						
5. The objectives are consistent with the learning contents and activities.						
6. The objectives are easily grasped.						
B. CONTENT						
1. The learning contents are properly sequenced.						
2. The learning contents include the necessary technical terms.						
3. The learning contents are parallel with the objective and the activities.						
4. The learning contents are adapted to the level of the pupils.						
5. The illustrations are well presented.						
6. The illustrations are related to the learning content.						
7. The illustrations enhance the understanding of the learning contents.						
8. The texts used for instruction are carefully chosen to match the strategy and pupils being taught.						
9. The worksheet/given material matches the pupil's level of understanding.						
10. The content is appropriate to the level of the pupils.						
11. The discussions are clear and pupil-						

friendly.						
C. CLARITY						
1. Introduction provides a clear overview of the instructional material.						
2. The objectives are clear and can easily be understand.						
3. The contents of the lesson plans are presented in simple language.						
4. The information is appropriate for the level of comprehension of the students.						
5. Illustrations are provided to help students understand better the concept being presented.						
6. Procedures are clear and can easily understand.						
7. Activities are easy to follow even without the help of the teacher						
D. USEFULNESS						
1. The instructional material:						
1.1. is useful to the teachers teaching Reading.						
1.2. increases pupils interest in studying.						
1.3. motivates pupils to read and understand.						
E. COMPREHENSION TEACHING STRATEGY						
1. The instructional material:						
1.1. helps the pupils to preview texts before reading.						
1.2. encourages predictions before and during reading.						
1.3. activates relevant background knowledge for reading.						
1.4. provides visual representations to aid comprehension and recall.						
1.5. helps the pupils orchestrate multiple strategies in reading.						
1.6. features guided practice.						

Comments and suggestions:

Appendix G

Evaluators' Profile

Name of Evaluators	Highest Degree Attained	Numbers of Years in Teaching	School/ Affiliation	Position
Helen N. Lejos	Master of Arts in Teaching English Language Arts – 42 units	13 years	Fourth Estate Elementary School	Grade III Chairman/ Teacher II
Ma. Theresa V. De Guzman	Master of Arts in Teaching English Language Arts – 45 units	8 years	Alabang Elementary School	English Coordinator/ Teacher I
Edmarisa A. Lavares	Master of Arts in English Language Teaching – 33 units	8 years	Tropical Village High School	Teacher I
Alma P. Sibangan	Master of Arts in Teaching English Language Arts – 51 units	5 years	Alabang Elementary School	Teacher I

Appendix H

Experts and Teacher – Evaluators' Profile

Name of Evaluators	Highest Degree Attained	Numbers of Years in Teaching	School/ Affiliation	Position
Melchor A. Tatlonghari	PhD in Reading	50 years	Philippine Normal University and University of Sto. Tomas	Graduate School Professor
Gerry C. Areta	MAT Reading with units in PhD Reading Education	6 years	Philippine Normal University	Instructor I
Elizabeth D. Limson	Master of Arts in Education - 36 units	20 years	Alabang Elementary School	Master Teacher II
Nenita L. Saavedra	Master of Arts in Guidance Counselling 32 units	20 years	Alabang Elementary School	Master Teacher I
Ma. Preciosa A. Laderas	Master of Arts in Education - 32 units	20 years	Alabang Elementary School	Master Teacher I

Appendix I

Letter to the Principal
Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS
Division of Muntinlupa

September 5, 2013

EMILIA N. ALVAREZ, Ph.D.
Principal IV
Alabang Elementary School

Dear Ma'am Alvarez:

The undersigned is currently working on her seminar paper entitled, "Instructional Material in Teaching Reading Comprehension for Grade III Pupils" as part of the requirements in Master of Arts in Teaching English Language Arts. This study aims to develop and validate lesson plans using identified comprehension strategies that will improve the comprehension skills of the target learners.

In line with this, I would like to ask your permission to allow me to conduct my research study in your school. The data will be gathered from selected Master Teachers who are teaching English subject. Attach herewith is the letter to the teacher-concerned, the developed instructional material and the evaluation tool.

Thank you very much.

Respectfully yours,

GLENDLE L. LUNAR, SGD.
Researcher/ Teacher



Appendix J

Letter of Permission

Philippine Normal University
The National Center for Teacher Education
College of Teacher Development
Faculty of Arts and Languages

August 31, 2013

MR. GERRY C. ARETA
Professor
Philippine Normal University
Manila

Dear Mr. Areta:

The undersigned is currently working on her seminar paper entitled, "Instructional Material in Teaching Reading Comprehension for Grade III Pupils" as part of the requirements in Master of Arts in Teaching English Language Arts. This study aims to develop and validate lesson plans using identified comprehension strategies that will improve the comprehension skills of the target learners.

In line with this, I would like to ask permission from you to allow me to use your Lesson Plan Evaluation Tool found in your seminar paper entitled "Developmental and Validation of Prototype Lesson Plan. The said tool will be used to validate the developed lesson plans in my study. Rest assured that the instrument shall be used only for the purpose intended.

Your most favorable response regarding this request is highly anticipated.

Thank you very much.

Respectfully yours,

GLENDLE L. LUNAR, SGD.
Researcher

Appendix K
Results of Experts and Teacher-Evaluators Evaluation

CRITERIA	RESPONSES					AVERAGE RATING
	E 1	E 2	E 3	E 4	E 5	
I. OBJECTIVES						4.13
1. The objectives are clearly stated.	4	5	5	4	4	4.4
2. The objectives are measureable.	4	5	4	4	4	4.2
3. The objectives are stated in terms of pupil's performance.	4	5	4	4	4	4.2
4. The objectives focus on what the pupils will learn.	4	3	5	5	4	4.2
5. The objectives are consistent with the learning contents and activities.	4	2	3	5	5	3.8
6. The objectives are easily grasped.	4	3	5	4	4	4
B. CONTENT						3.90
1. The learning contents are properly sequenced.	4	4	5	5	4	4.4
2. The learning contents include the necessary technical terms.	4	3	4	4	4	3.8
3. The learning contents are parallel with the objective and the activities.	4	2	4	4	4	3.6
4. The learning contents are adapted to the level of the pupils.	4	2	3	4	4	3.4
5. The illustrations are well presented.	4	3	5	4	5	4.2
6. The illustrations are related to the learning content.	4	3	5	4	5	4.2
7. The illustrations enhance the understanding of the learning contents.	4	5	5	4	5	4.6
8. The texts used for instruction are carefully chosen to match the strategy and pupils being taught.	4	2	5	4	4	3.8
9. The worksheet/given material matches the pupil's level of understanding.	4	3	4	4	4	3.8
10. The content is appropriate to the level of the pupils.	4	3	3	4	4	3.6
11. The discussions are clear and pupil-friendly.	4	1	4	4	5	3.6
C. CLARITY						4.03
1. Introduction provides a clear overview of the instructional material.	4	2	5	4	5	4

2. The objectives are clear and can easily be understood.	4	4	5	4	5	4.4
3. The contents of the lesson plans are presented in simple language.	4	3	4	4	5	4
4. The information is appropriate for the level of comprehension of the pupils.	4	4	3	4	4	3.8
5. Illustrations are provided to help pupils understand better the concept being presented.	4	3	5	4	5	4.2
6. Procedures are clear and can easily understand.	4	3	4	4	5	4
7. Activities are easy to follow even without the help of the teacher	4	3	3	4	5	3.8
D. USEFULNESS						4.4
1. The instructional material:						
1.1. is useful to the teachers teaching Reading.	4	5	5	4	5	4.6
1.2. increases pupils interest in studying.	4	5	4	4	5	4.4
1.3. motivates pupils to read and understand.	4	4	4	4	5	4.2
E. COMPREHENSION TEACHING STRATEGY						4.27
1. The instructional material:						
1.1. helps the pupils to preview texts before reading.	4	4	5	4	5	4.4
1.2. encourages predictions before and during reading.	4	4	5	4	5	4.4
1.3. activates relevant background knowledge for reading.	4	4	5	4	5	4.4
1.4. provides visual representations to aid comprehension and recall.	4	4	5	4	5	4.4
1.5. helps the pupils orchestrate multiple strategies in reading.	4	3	5	4	5	4.2
1.6. features guided practice.	4	1	5	4	5	3.8

Curriculum Vitae of

Glendle L. Lunar

Email Address: kit_dle14@yahoo.com
Contact Numbers: 09228631374; 09984784171

Educational Background

Masteral:	October 2013 Philippine Normal University Taft Avenue, Manila
Degree:	Master of Arts in Teaching English Language Arts
Tertiary:	2001-2005 Philippine Normal University Taft Avenue, Manila
Degree:	Bachelor of Elementary Education With Concentration in English With Certificate in Reading
Vocational:	1997-1999 Philippine Science and Technology Center Putatan, Muntinlupa Computer Technology

Work Experiences

July 2008 – present	Teacher II Alabang Elementary School Purok 1, Mendiola Street, Alabang, Muntinlupa City
April 2007-April 2008	Middle School English Teacher Upper School Special Filipino Teacher Southville International School and Colleges Luxembourg St., BF Homes Int'l, Las Piñas City
May 2005 – March 2006	Grade School English Teacher Saint Peter School of Alabang F. De Castro, Alabang, Muntinlupa City

Professional Experiences

-
- Taught English to Grade III pupils in public school
 - Developed instructional materials in teaching reading for Grade III teachers
 - Taught English to Grade V pupils in an International school
 - Created differentiated instruction and activities for learners of different learning styles and intelligences
 - Taught special Filipino to Korean students
 - Trained players of Taekwondo in a non sectarian private school