



\*\*\*\*\*

## PROJECT BEAR (BUILDING ENTHUSIASTIC ACTIVITIES TO REACH EXCELLENCE IN READING FOR GRADE THREE READERS)

**MARIBETH N. CHUA**

**Master Teacher I**

Balayan East Central School

maribeth.chua001@deped.gov.ph

### Project Summary

*Project BEAR* is a comprehensive reading intervention program designed to address the unique challenges and anxieties faced by third-grade students struggling with literacy. Drawing inspiration from the comforting and supportive nature of a teddy bear, the program aims to create a safe and nurturing learning environment where students feel empowered to overcome reading difficulties. Through a combination of engaging activities, personalized support, and a focus on building confidence, *Project BEAR* seeks to foster a love of reading, enhance comprehension skills, and ultimately improve reading proficiency among struggling third graders.

The transition to third grade marks a significant shift in reading expectations. Students are expected to transition from *learning to read to reading to learn*, requiring a more sophisticated understanding of text and a higher level of reading fluency. For students struggling with reading, this transition can be daunting, leading to anxiety, frustration, and a disengagement from learning. *Project BEAR* recognizes the importance of addressing these emotional and academic challenges to ensure all third graders could succeed in their reading journey.

### Project Rationale

Project BEAR is grounded in the belief that a supportive and nurturing learning environment is crucial for fostering a love of reading and promoting academic growth. The program draws inspiration from the comforting and reassuring presence of a teddy bear,

\*\*\*\*\*

#### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
symbolizing a safe space where students feel supported, understood, and empowered to overcome their reading challenges.

Children's reading proficiency is the key to knowledge. It is, therefore, important that students be encouraged to inculcate the spirit of reading. It was observed during the CRLA assessment that there was a gap in the reading skills of grade three learners. Reading skills are a vital part of their everyday lessons. Based on the post results of Comprehensive Rapid Literacy Assessment (CRLA), there were total of 12 Non-Readers (NR), 71 Struggling, 83 Slow, 32 Average, 107 Fast Readers in Grade Three, school year 2023-2024.

| Post Test Results in CRLA |  |  |       |
|---------------------------|--|--|-------|
|                           |  |  | TOTAL |
| FAST                      |  |  | 79    |
| AVERAGE                   |  |  | 114   |
| SLOW                      |  |  | 83    |
| STRUGGLING                |  |  | 22    |
| NON-READER                |  |  | 13    |
|                           |  |  | 311   |

To give emphasis to their reading skills in developing their comprehension and achieve their reading ability as to their respective grade level, Grade Three Teachers developed a school reading program for grade three learners.

So, **Project BEAR** (Building Ethusiastic Activities in Reaching excellence in reading) is a school project developed to give additional help to all GRADE 3 learners to motivate and give attention to their reading habits. Specifically, Project *BEAR* aims to improve the reading status of 118 learners belong to slow, struggling and non-readers

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



## Project Objectives

*Project BEAR* specifically aims to:

### 1. Build Confidence and Reduce Anxiety

Project BEAR aims to create a positive and encouraging learning environment where students feel safe to ask questions, make mistakes, and learn at their own pace. The program will emphasize celebrating progress and focusing on individual strengths to build confidence and reduce anxiety associated with reading.

### 2. Enhance Reading Skills

Project BEAR will incorporate a variety of engaging activities designed to develop essential reading skills, including:

a. *Phonics and Decoding*: Focus on building foundational skills in phonics and decoding to improve fluency and comprehension.

b. *Comprehension Strategies*: Introduce and practice effective comprehension strategies, such as summarizing, predicting, and making connections.

c. *Vocabulary Development*: Expand vocabulary through interactive games, word walls, and context clues.

**3. Foster a Love of Reading:** Project BEAR will create opportunities for students to explore different genres, engage in book talks, and participate in reading-related activities that spark their interest and enthusiasm for literature.

**4. Empower Teachers:** Project BEAR will provide teachers with the resources and training necessary to implement the program effectively, including:

a. *Curriculum Resources*: Teachers will have access to a curated library of reading materials, activities, and assessments aligned with the program's objectives.

b. *Professional Development*: Teachers will receive ongoing training and support to enhance their understanding of reading intervention strategies and best practices.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

**5. Create a Supportive Community:** Project BEAR will foster a sense of community among teachers, students, and families by:

**a. Parent Involvement:** Encourage parent participation in reading activities and provide resources to support home reading.

**b. Peer Support:** Create opportunities for students to work collaboratively on reading projects and support each other's learning.

- Encourage Grade three pupils to improve their reading skills
- Enhance and develop the reading abilities of slow readers
- Evaluate the improvement of pupils reading proficiency
- Equip pupils with necessary reading materials
- Encourage a sense of personal responsibility for one's own progress

## VI. Project Methodology

### A. Work Breakdown and Task Time Estimates

| <i>Objectives/<br/>Target</i>   | <i>Strategies/<br/>Activities</i>  | <i>Time Frame</i> | <i>Person<br/>Involved</i>            | <i>Expected Output</i>   |
|---|--|-------------------|---------------------------------------|--|
| 1. Assess the reading level of the Grade three pupils in English and Filipino | CRLA Assessment  | August<br>2024    | School Head,<br>Teachers,<br>Learners | <ul style="list-style-type: none"> <li>• Interpret the data of result and take intervention plan as needed.</li> <li>• Improvement to the result of reading skill</li> </ul> |
|   | <ul style="list-style-type: none"> <li>• Pre-Reading Result</li> <li>• Post Reading</li> </ul> |                   |                                       |  |
| 2. Engage 100% from Grade three pupils to improve                             | Include Book talks<br>interactive games  |                   |                                       | 100% of Grade three pupils were able to mentor and engage to   |

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

|  |  |                   |  |   |
|--|--|-------------------|--|---|
| <p>their reading skills in English and Filipino</p>                                      | <p>and BEAR activities such as creative writing and reading contest during NRP time.</p> <p>A reading log sheet will be provided as their reading materials to read every day.</p> | <p>Year Round</p> | <p>School Head, Teachers, Learners</p> | <p>improve their reading skills.</p> <p>Completed their reading log sheet at the end of school year.</p>  |
| <p>3. Enhance and develop the reading abilities of struggling and slow readers.</p>      | <p>Prioritizing struggling and slow readers by BEAR buddies (mentors-mentee) during NRP and after class.</p>   | <p>Year Round</p> | <p>School Head, Teachers, Learners</p> | <p>Level up the third-grade readers to Higher Status in reading</p>   |
| <p>4. Equip pupils with necessary reading materials according to their reading level</p> | <p>Provide intervention reading materials intended to their reading level and in line of their interest.</p>   | <p>Year Round</p> | <p>School Head, Teachers, Learners</p> | <p>Give substantial reading materials that equip students their interest to read.</p>   |
| <p>5. Encourage a sense of personal responsibility for one's own progress</p>            | <p>Checking of understanding of each learner by making a lesson learned sheet or exit pass included in their reading log sheet.</p>  | <p>April 2024</p> | <p>School Head, Teachers, Learners</p> | <p>To set a program for the appreciation of the learners in the program to see their progress.</p> <p>Reading Exhibition (Award or certificate)</p> |

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

|  |   |  |   |  |
|--|---|--|---|--|
|  | A compilation of his journey and an appreciation on his progress. (Awards or certificate) |  | School Head,<br>Teachers,<br>Learners<br>Parent |  |
|--|---|--|---|--|

## B. Project Deliverables

Through this project, reading skills, comprehension and engagement will be emphasized. Learners can enjoy their reading time in school and at home. The following *BEAR activities* will use to address the reading difficulties of the grade three learners:

### 1. *BEAR Den*

A designated space within the classroom will be designated as the "BEAR Den," a cozy and inviting area where students can go for individual support, small group activities, or simply to relax and enjoy reading.

### 2. *BEAR Buddies*

Older students or volunteers will be trained as "BEAR Buddies," providing one-on-one support to struggling readers, offering encouragement, and helping with reading practice.

### 3. *BEAR Activities*

A variety of engaging activities will be implemented to enhance reading skills and foster a love of reading, including:

- ***Interactive Games***

Use games and technology to make reading practice fun and engaging.

- ***Book Talks***

Create opportunities for students to share their favorite books and discuss their reading experiences.

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

- ***Creative Writing***

Encourage students to express themselves through writing, drawing connections to their reading experiences

- ***Reading Contests***

Allow students to enjoy fun and engaging contests that promotes love for reading and encourage to explore new literacy adventures.

**4. BEAR Resources**

Teachers will have access to a range of resources to support the program, including:

- ***Reading Intervention Materials***

A collection of leveled readers, graphic organizers, and other materials to support individual needs.

- ***Technology Tools***

Interactive whiteboards, tablets, and online reading programs to enhance learning.

**5. Professional Development**

On going training and support for teachers to implement the program effectively.

**C. Project Implementation:**

1. ***Initial Training.*** Teachers will receive comprehensive training on the Project BEAR philosophy, activities, and resources.
2. ***Classroom Implementation.*** The program will be implemented in all third-grade classrooms, with dedicated time allocated for *BEAR* activities and individual support.

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

3. **On going Evaluation.** Regular assessments and feedback will be collected to monitor student progress and adjust the program as needed.

#### D. Project Risk Management

This project will not be possible for all the learners if they themselves are disinterested, which may reduce the effectiveness of the project and cause failure to achieve desired learning outcomes. Lack of teacher’s training as well as the level of commitment to take extra effort to change and equip skills to become an effective and efficient reading teacher can reduce the effectiveness of the project. Moreover, limited resources and insufficient funding of materials, limited parental involvement, a lack of motivation at home and in school, a lack of collaboration between teachers, parents, and school administration, and unexpected natural disasters could disrupt classes. These are some factors that could hinder the successful implementation of the reading program.

#### VII. Project Costs

- A. **Project Materials** – set of ink, bond paper, colored paper, laminating film, ring binds for intervention materials, engaging storybooks for learner’s reading materials, wifi for technology tools (interactive whiteboards, tablets, and online games for enhancement)
- B. **Sources** – School Funds and Donations

#### VIII. Monitoring and Evaluation

The effectiveness of *Project BEAR* will be evaluated through a variety of measures, including:

- **Student Reading Scores:** Pre-Post Intervention Assessment will be conducted to measure student progress in reading comprehension, fluency, and decoding skills.

\*\*\*\*\*

#### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

**\*Sample Rubric 1- Reading Comprehension for Grade Three**

| Criteria           | 4-Exemplary  | 3-Proficient   | 2- Approaching   | 1-Needs Improvement   |
|--------------------|--|--|--|---|
| Main Idea          | Accurately identifies the main idea of the text and provides clear, concise and relevant supporting details.           | Identifies the main idea of the text but may provide some irrelevant or insufficient details.                                    | Struggles to identify the main idea and provides limited or inaccurate details.                    | Fails to identify the main idea or provides irrelevant or inaccurate details.                   |
| Supporting Details | Provides multiple, specific and relevant details from the text to support the main idea.                               | Provides some relevant details from the text to support the main idea but may include some irrelevant or inaccurate information. | Provides limited or inaccurate details from the text to support the main idea.                     | Fails to provide any relevant details from the text to support the main idea.                   |
| Inference          | Draws logical and insightful inferences from the text, using evidence to support their conclusions.                    | Draws some inferences from the text but may not fully support their conclusion with evidence.                                    | Makes limited or inaccurate inferences from the text   | Fails to make any inferences from the text.   |
| Vocabulary         | Demonstrates a strong understanding of key vocabulary words from the text and uses them accurately in their responses. | Demonstrates a general understanding of key vocabulary from the text but may make occasional errors in their use.                | Struggles to understand key vocabulary words from the text and makes frequent errors in their use. | Demonstrate a limited understanding of key vocabulary words from the text and makes significant |

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
 Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
 Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

|  |  |  |  |                       |
|--|--|--|--|-----------------------|
|  |  |  |  | terrors in their use. |
|--|--|--|--|-----------------------|

\*Sample Rubric 2-Oral Reading Fluency assesses a student’s ability to read aloud with accuracy, speed, and expression.

| Criteria | 4-Exemplary   | 3-Proficient   | 2-Approaching   | 1-Needs Improvement   |
|----------|---|--|---|---|
| Accuracy | Reads the text with 95% more accuracy, making only minor errors that do not impede comprehension.                       | Read the text with 85%-94% accuracy, making some more errors that may slightly impact comprehension. | Reads the text with 75%-84% accuracy, making frequently errors that hinder comprehension.                             | Reads the text with less than 75% accuracy, making numerous errors that significantly impede comprehension.       |
| Rate     | Reads at an appropriate pace for the text, neither too fast nor too slow, allowing for natural phrasing and expression. | Reads at a pace that is slightly too fast or too slow, impacting fluency and expression.             | Reads at a pace that is significantly too fast or too slow, hindering comprehension and expression.                   | Reads at a pace that is extremely slow or halting, making it difficult to follow the text.                        |
| Prosody  | Reads with appropriate intonation, phrasing and expression, conveying the meaning of the text.                          | Reads with some intonation and phrasing but may lack natural expression or vary in consistency.      | Reads with limited intonation and phrasing, lacking natural expression and failing to convey the meaning of the text. | Reads with little or no intonation or phrasing, lacking expression and failing to convey the meaning of the text. |

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
 Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
 Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

- **Teacher Feedback:** Teacher will be surveyed to gather feedback on the program’s effectiveness, usability and impact on their teaching practices. The proponent may advise teachers to use Padlet to get online feedbacks and responses from the students, parents and other stakeholders of the school.
- **Student Engagement Data:** Data on student participation in BEAR activities and their overall engagement with reading will be collected to assess the program’s impact on student motivation and interest in reading.

## VIII. Conclusion

*Project BEAR* offers compassionate and effective approach to reading intervention, addressing unique needs of struggling third graders. By Creating a safe and supportive learning environment, fostering love of reading, and empowering of teachers, *Project BEAR* has the potential to make a significant impact on the literacy and development of all third graders. This program represents a commitment to ensuring that every student could succeed in their reading journey.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*