



Republic of the Philippines
Department of Education
National Capital Region
Schools Division Office of Navotas City

IMPROVE THE READING ABILITY OF GRADE 3- ST. JUDE USING INTERACTIVE ACTIVITIES

Proponent: Susana J. Gino-Gino

ABSTRACT

Reading is one of the vital facets of learning. The Department of Education through its Memorandum No. 244 Series of 2012 has declared November as the National Reading Month of every year and November 25 as the Nationwide “Araw ng Pagbasa” this is in support of the ten-point basic agenda of the Aquino administration and institutionalization of Every Child A Reading Program (ECARP) of the Department of Education (DepEd). The memorandum has initiated the pull-out remedial class/reading assistance program/remediation classes that would intensify reading to children in the frustration level.

Research often does not focus on teacher and another problem that needs to be addressed is the precise nature interventions.

KEY CONCEPTS: Improve reading comprehension skills of pupils through interactive reading activities.

INTRODUCTION	CONCLUSION
National Reading Panel (2000) states that analysis on reading and reading instructions involves four (4) interacting factors: pupils, tasks, materials, and teacher. Remedial Reading will be done in Grade Three Classes every day with the use of interactive activities.	The study shows that interactive activity materials is of great help in the part of the pupils and teachers when it comes to developing the reading and comprehension skills of pupils.
STATEMENT OF THE PROBLEM	RECOMMENDATION
	For the 100% realization of the purpose of this study, teachers are encouraged to give extra effort in preparing interactive activity materials and involve parents of learners who are in the frustration level.
METHODOLOGY	REFLECTION
	During the conduct of the research, it was proven effective that the use of interactive activities in developing the reading and comprehension skills of pupils.
RESULTS AND DISCUSSION	Extra effort, time and resources are needed during the implementation of the program. It is also important to call the attention of parents for their involvement, most especially to those who are identified in the frustration level of reading status.
	With this noble cause, I firmly believe that in the continuous implementation of this program, no one should be left behind in terms of literacy.
	REFERENCE
	<ul style="list-style-type: none">- www.google.com (Bader STUDY 1990)- www.wikipedia.com (Heckelman Impress Method for Reading, 1978)

Submitted by:

SUSANA J. GINO-GINO
Researcher's Name

Approved:



Bagumbayan Elementary School Compound, M. Naval St., Sipac-Almacen, Navotas City
BUDGET/ACCTG. - 87065295 / CID - 83550514
HR - 83555032 / ADMIN - 83327764 / SGOD - 8351-5797
navotas.city@deped.gov.ph https://depednavotas.ph
https://www.facebook.com/Navotas.Division



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MA. FE MAQUILING-JUBILO

Principal



Bagumbayan Elementary School Compound, M. Naval St.,
Sipac-Almacen, Navotas City
BUDGET/ACCTG. - 87065295 / CID - 83550514
HR - 83555032 / ADMIN - 83327764 / SGOD - 8351-5797
navotas.city@deped.gov.ph https://depednavotas.ph
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