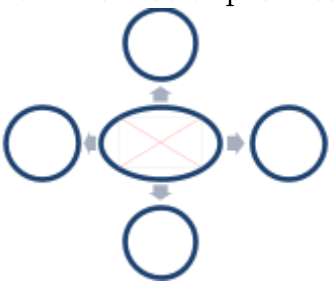
CATCH-UP FRIDAYS TEACHING GUIDE

Catch-up Subject:	ENGLISH	**Grade Level:**	6
Quarterly Theme:	National Reading Program	**Date:**	MARCH 1, 2024
Sub-theme:		**Duration:**	90 mins *(time allotment as per DO 21, s. 2019)*
Session Title:	Evaluate narratives based on how the author developed the story elements	**Subject and Time:**	ENGLISH 8:00 – 9:30 AM *(schedule as per existing Class Program)*
Session Objectives:	At the end of the session, the students will be able to: ● Read the words taken from the story with accuracy; ● Note details from the story; and ● Evaluate narratives based on how the author developed the elements of the story		
References:	K to 12 Basic Education Curriculum Budget of Work – English 6 pp. 111 https://www.k5learning.com/worksheets/reading-comprehension/grade-3-story-elements-a.pdf		
Materials:	Handouts: Copy of the story: The Golden Fish Keeps a Promise by L. M. Gask Powerpoint Presentation Drawing Materials Graphic Organizer Worksheets		

Components	Duration	Activities
Introduction/ Warm-Up	15 mins	**A. WARM UP** Answer the motive question: *What is a promise?,* by identifying words that relates to promise Concept mapping:  Follow -up questions: - *What should you do when you promise?* - *What will you feel when someone breaks a promise?* **B. PRE-READING:**

Students will be grouped accordingly based on their reading level to read and answer activities on vocabulary development.

ACTIVITY 1. VOCABULARY DEVELOPMENT
For READING INTERVENTION
Group 1: Reading of words
Teacher help students read the words taken from the story. Use them in sentences to explain the definition.

WORDS	DEFINITION
scrap	pieces of discarded or leftover food
creature	anything created like human or animal, either animate or inanimate
adventure	an exciting or remarkable experience
mouthful	many or as much as a mouth will hold
hurry	to move fast
starve	very hungry
laughed	to show happiness
promise	to pledge to do
request	something asked for
diamond	an important gem or mineral

Vocabulary Development For READING ENHANCEMENT
Group 2
DIRECTIONS: Match the words in Column A with correct definition in Column b

A	B
scrap	anything created like human or animal, either animate or inanimate
creature	pieces of discarded or leftover food
adventure	to show happiness
mouthful	an exciting or remarkable experience
hurried	something asked for
starve	to move fast
laughed	to pledge to do
promise	An important gem or mineral
request	very hungry
diamond	many or as much as a mouth will hold

Then, ask pupils to complete the sentences using the given words:

1. “Let me go, kind fisherman,” the little _____ cried.
2. He hooked a small golden fish with eyes as bright as _____.

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3. The fisherman caught only one small fish. He said, ““This would not even make a single _____ for our dinner.”
4. He _____ down to the seashore and stood at the edge of the waves.
5. The fisherman is so poor that he does not even have a _____ of food in the house.
6. After being released from the fish net, the fish _____ that he would come back if the fisherman ever needed help.
7. The fisherman _____ after hearing the fish.
8. He went home and told his wife about his _____ on the sea.
9. “You let the fish go? We have not any food in the house, and I suppose that now we must _____.”
10. The fisherman made a _____ to have plenty of food on his table.

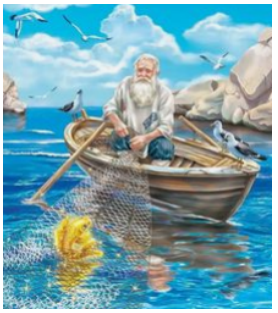
Group 3
DIRECTIONS: Match the words in Column A with correct definition in Column B.

<table>
<tr><th>A</th><th>B</th></tr>
<tr><td>scrap</td><td>anything created like human or animal, either animate or inanimate</td></tr>
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</table>

Then, ask students to make a sentence using the words.
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<td>Activity</td>
<td>25 mins</td>
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C. DURING READING:
ACTIVITY 2. PAIR READING
Pair students accordingly (independent with frustration/capacity)

Present post-reading questions first:
1. Who is this story mostly about?
2. Where does this story mostly take place?
3. What can you say about the fish? Fisherman? Describe the characters
4. What problem does one or more of the story characters have?
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		5. Which event happens first in this story? second? third? 6. How is one of the characters' problem solved? The Golden Fish Keeps a Promise By L. M. Gask Upon a certain island in the middle of the sea lived a fisherman and his wife. They were so poor they often went without bread when the fishing did not go well. One day when the man had been fishing for many hours without any luck, he hooked a small golden fish with eyes as bright as diamonds. "Let me go, kind fisherman," the little creature cried. "I would not even make a single mouthful for your dinner." The man was so moved by the beauty of the golden fish that he let him go. Before he swam away, the fish promised that he would come back if the fisherman ever needed help. The fisherman laughed, for he could not think how a little fish could help him, other than providing a bit of food. He went home and told his wife about his adventure. "What!" she cried. "You let him go? We have not a scrap of food in the house, and I suppose that now we must starve." The fisherman's wife continued to fuss at him until, finally, he decided to go and put the little fish to the test. He hurried down to the seashore and stood at the edge of the waves. "Golden Fish, Golden Fish! Come and help me, please," he called. The last word was not out of his mouth when the little fish popped its head up out of the water. "You see I have kept my promise," said the fish. "How can I help you, my friend?" And when the fisherman made his request, the fish simply said, "Don't worry about that. There will be plenty of food when you get home." And strangely enough, when the fisherman arrived home, there was a basket of bread on the table, and cheese and fruit as well. D. POST READING: **ACTIVITY 3: THINK PAIR SHARE** Ask each pair to answer the post-reading questions after reading. QUESTIONS: 1. Who is this story mostly about? 2. Where does this story mostly take place? 3. What can you say about the fish? Fisherman? Describe the characters

		4. What problem does one or more of the story characters have? 5. Which event happens first in this story? second? third? 6. How is one of the characters' problem solved? Teacher will present the questions and ask students to share their answers in class.
Reflection	30 mins	**ACTIVITY 4: GALLERY WALK** Group students into four. Each group will be given a maximum of 5 minutes to go through each station and perform the indicated task. 1st Station: Reading • Ask the group to read the words taken from the story. 2nd station: Sequencing events • Sequence the pictures that shows each event from the story, then retell the story based on the picture.       3rd Station: Characterization Using the given worksheet, draw yourself on the other half of the picture then draw one character from the story on the other which relates to yourself. 4th station: Valuing

		Answer the question, *What is the moral of the story?,* through the following differentiated output. Let students choose. - At least 2-3 sentences - 1 minute song - 1 minute role play
Wrap Up	10 mins	Ask the following questions in class: - *If you were the fisherman who is poor and starving, will you listen to the request of the fish to let it go? Why or why not?* - *Will you believe that the fish will fulfill its promise someday?* **DIFFERENTIATED ACTIVITIES:** READING ENHANCEMENT: Prepare a paragraph/poem that expresses one's reflection on the story. READING INTERVENTION: Think of word/s that expresses one's reflection on the story.
Drawing/Coloring Activity (Grades 1- 3) **Journal Writing (Grades 4 – 10)**	10 mins	**ACTIVITY 6: WRITING A PROMISE** **DIRECTIONS:** Choose from the given situations, then make a journal. Situation: A. Imagine that you are like the fish in the story, where you will experience problem/difficulties in life. What will you tell yourself? B. Imagine that you are the fisherman in the story, where someone make a promise. What will you tell yourself?  **JOURNAL WRITING:** Ask the students to trace their right hand on a piece of paper. Inside the drawing, (on the palm) make a promise to yourself about your chosen situation.

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