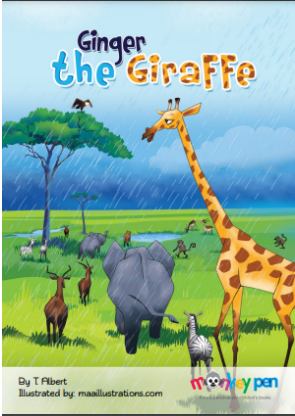


**GRADE 3****CATCH-UP FRIDAY**

<b>School:</b>	<b>PULUNGBULU ELEMENTARY SCHOOL</b>	<b>Grade Level:</b>	<b>THREE</b>
<b>Teacher:</b>	<b>RHIO C. VALERIO</b>	<b>Learning Area:</b>	<b>CATCH-UP FRIDAY</b>
<b>Teaching Dates and Time:</b>	<b>MARCH 15, 2024 FRIDAY</b>	<b>Quarter:</b>	<b>THIRD</b>

<b>Catch-up Subject:</b>	<b>National Reading Program (NRP)</b>		<b>Values Education</b>	<b>Health Education</b>	<b>Peace Education</b>	<b>Homeroom Guidance Program (HGP)</b>
<b>I.</b>	<b>II. GENERAL OVERVIEW</b>					
<b>Quarterly Theme:</b>	<b>Drop Everything and Read</b>	<b>Drop Everything and Read</b>	<b>Community Awareness</b>	<b>Sexual and Reproductive Health</b>	<b>Community Awareness</b>	-
<b>Sub-theme:</b>	-	-	Prudence: Principles of Peace	Characteristics of good friends	Prudence: Principles of Peace	-
<b>I. Session Title</b>	<b>Reading Intervention</b>	<b>Reading Enhancement</b>	<b>Treating others with respect and building positive relationships with neighbors.</b>	<b>Body Parts</b>	<b>Respect and Understanding Our Neighbors</b>	<b>I Care... We Care</b>
<b>II. Objectives</b>	By the end of the lesson, the student will be able to predict what might happen in the story based on the title and illustrations and be able to retell the story in their own words, focusing on the main events and characters.	By the end of the lesson, students will deepen their understanding of the story "Ginger the Giraffe" through reflection and sharing.	By the end of the lesson, students will identify and understand principles of peace portrayed in "Wansapanataym: Suklay ni Lola Lilay."	By the end of the lesson, the learners will be able to participate in activities that promote positive friendship skills.	By the end of the lesson, students will be able to identify and understand principles of peace portrayed in "Wansapanataym: Magic Shoes."	By the end of the lesson, students will: 1. enumerate the different ways of solving problems concerning oneself and others; 2. cite skills and abilities in problem solving
<b>III. Learning Resources/References</b>	K to 12 Basic Education Curriculum	K to 12 Basic Education Curriculum	K to 12 Basic Education Curriculum	K to 12 Basic Education Curriculum  Zumba dance:	K to 12 Basic Education Curriculum	Homeroom Guidance Quarter 3 – Module 9: Helping One Another

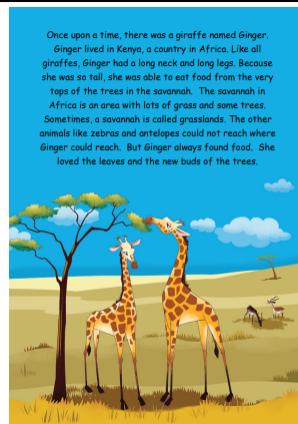
	<ul style="list-style-type: none"> <li>• Copies of "Sorpresa ni Lola Sidra"</li> <li>• Chart paper or whiteboard</li> <li>• Markers or pens</li> <li>• Vocabulary cards or worksheet</li> <li>• Comprehension questions worksheet</li> </ul>	Copies of "Ginger the Giraffe" (one for each student) Chart paper or whiteboard Markers or pens Sticky notes Reflection prompts	YouTube video: "Wansapanataym: Suklay ni Lola Lilay " <a href="https://www.youtube.com/watch?v=s1f2frif3Ro">https://www.youtube.com/watch?v=s1f2frif3Ro</a>  Chart paper or whiteboard Markers or pens Peace symbol cutouts Activity materials (based on chosen activities)	<a href="https://www.youtube.com/watch?v=srEz7MWmUKs">https://www.youtube.com/watch?v=srEz7MWmUKs</a> Chart paper or whiteboard Markers or pens Video Da Revengers Wansapanataym <a href="https://www.youtube.com/watch?v=qXFE-muzyc4">https://www.youtube.com/watch?v=qXFE-muzyc4</a> Activity materials (based on chosen activities)	<ul style="list-style-type: none"> <li>• Story Video "Wansapanataym: Magic Shoes" <a href="https://www.youtube.com/watch?v=kMyy1YrNxiw">https://www.youtube.com/watch?v=kMyy1YrNxiw</a></li> <li>• Chart paper or whiteboard</li> <li>• Markers or pens</li> <li>• Peace symbol cutouts (optional)</li> <li>• Activity materials (based on chosen activities)</li> </ul>	Week 5 of 3rd Quarter  Paper, Bondpaper, Coloring Material, Paper, Bondpaper, Coloring Materials
<b>IV. Activities and Procedures</b>	<b>Begin with classroom routine:</b> <ol style="list-style-type: none"> <li>Prayer</li> <li>Checking of Attendance</li> <li>Quick Kamustahan</li> </ol> <b>A. Pre-Reading</b>  Activate prior knowledge: Ask students what they know about surprises and grandmothers. Discuss any experiences they've had with receiving	<b>Begin with classroom routine:</b> <ol style="list-style-type: none"> <li>Prayer</li> <li>Checking of Attendance</li> <li>Quick Kamustahan</li> </ol> <b>A. Preparation and Settling In</b>  Create a calm and inviting atmosphere: Arrange seating in a circle or small groups. Play calming music or nature sounds (optional). Review expectations: Briefly remind	<b>Begin with classroom routine:</b> <ol style="list-style-type: none"> <li>Prayer</li> <li>Checking of Attendance</li> <li>Quick Kamustahan</li> </ol> <b>A. Introduction</b>  Warm-up: Start with a calming activity like guided breathing or music, emphasizing peacefulness. Introduce peace: Define peace in age-appropriate terms using	<b>Begin with classroom routine:</b> <ol style="list-style-type: none"> <li>Prayer</li> <li>Checking of Attendance</li> <li>Quick Kamustahan</li> </ol> <b>A. Friday Routine Exercise</b>  Warm-up activity: Begin with a fun and engaging activity that promotes positive interactions and teamwork, such as a collaborative game or group song.	<b>Begin with classroom routine:</b> <ol style="list-style-type: none"> <li>Prayer</li> <li>Checking of Attendance</li> <li>Quick Kamustahan</li> </ol> <b>A. Preparation and Settling In</b>  Create a calming environment: Arrange the classroom for a peaceful atmosphere, playing calming music or nature sounds (optional).	<b>Begin with classroom routine:</b> <ol style="list-style-type: none"> <li>Prayer</li> <li>Reminder on Health and Safety protocols</li> <li>Checking of Attendance</li> <li>Quick Kamustahan</li> </ol> <b>A. Introduction</b>  Understanding who can help and navigating different situations is crucial for everyone. This

	<p>surprises or spending time with their grandparents. Vocabulary preview: Introduce 3-5 key vocabulary words from the story and have students predict their meanings. You can use context clues, definitions, or pictures to help them.</p> <p>Title and illustration prediction: Show students the title and illustrations of "Sorpresa ni Lola Sidra" and ask them to predict what the story might be about. Encourage them to use clues from the title, illustrations, and their prior knowledge.</p>	<p>students of the reading expectations, such as using whisper voices, respecting others' turns, and focusing on the text. Activate prior knowledge: Ask students what they know about giraffes or tall animals. Discuss any experiences they've had reading about or encountering giraffes.</p> 	<p>examples, stories, or pictures. Activate prior knowledge: Discuss students' understanding of peace and their experiences with peace and conflict.</p> <p><b>B. Reflective Thinking</b></p>  <p>Discuss the video: Guide a discussion about the video's themes and messages related to peace, highlighting specific examples. Individual reflection: Provide time for students to reflect on the video and discussion. They can write or draw their thoughts and feelings about peace and</p>	<p>Review expectations: Briefly remind students of expected behaviors during group activities and discussions.</p> <p>WATER by Tyla   Zumba   TML Crew Toto Tayag  <a href="https://www.youtube.com/watch?v=srEz7MWmUKs">https://www.youtube.com/watch?v=srEz7MWmUKs</a></p> <p><b>B. Current Health News Sharing</b></p> <p>Introduce the topic: Briefly discuss the importance of good relationships and positive social interactions for our well-being. Student sharing: Invite students to share any positive experiences they had with friends or classmates recently. This can encourage them to think about the value of friendship.</p> <p><b>C. Health Sessions</b></p>	<p>Review expectations: Briefly remind students of expected behaviors during the lesson, such as respectful listening and focusing on the topic. Activate prior knowledge: Ask students what they know about peace and their experiences with peace and conflict.</p> <p><b>B. Peace Education Learning Session</b></p> <p><b>Introduce the story:</b> Briefly introduce the title and author (if known) of "Wansapanataym: Magic Shoes." Share any interesting facts you know about the story to pique students' curiosity.</p>	<p>includes identifying people who can offer protection and support, differentiating between positive and negative situations that may arise in various settings like home, school, and the community, and developing problem-solving skills for both personal and interpersonal challenges.</p> <p><b>B. Let's Try This</b></p> <p>Direction: on a clean piece of paper draw boxes. Inside each box write the following:</p> <div> <div> <p>Write five names of people you know and trust (ex. Name of parent, teacher, friend)</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> </div> <div> <p>Write something they did for you that was helpful. (ex. Taught you to be careful)</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> </div> </div> <p>Direction: Below the box you drew on a piece of paper answer the following questions:</p>
--	---	---	---	---	--	---



### B. During Reading

Modeling: Read the story aloud to students, pausing at appropriate points to:  
Clarify unfamiliar vocabulary words.  
Ask comprehension questions to check for understanding.



### B. Dedicated Reading Time

Introduce the story: Briefly introduce the title and author of "Ginger the Giraffe." Share any interesting facts you know about giraffes or the author to pique students' curiosity.

Silent reading: Distribute copies of the story and allow students to read independently at their own pace. Encourage them to use finger tracking or whisper reading if needed.

Partner reading (optional): After a set

how it connects to the video in a journal or on paper.

Choose age-appropriate activities: Select activities inspired by the video's themes: Create a "Suklay ng Pagkakaisa" poster: Design posters depicting unity and overcoming differences, inspired by the magic comb's power. "Suklay ng Kabutihan" scavenger hunt: Hide clues related to good deeds around the classroom, leading students to discover acts of kindness, similar to finding the magic comb.

### C. Structured Values Activities

Group sharing: Have students share their reflections, activity experiences, and thoughts on peace. Encourage respectful listening.

Introduce the story: Briefly introduce the story or video you will be using. Share the title and author/director (if applicable). Read or watch the story: Read the story aloud to students or watch the video together as a class. Character analysis: Discuss the characters in the story, focusing on their actions and how they treat each other. Ask questions to help students identify both positive and negative examples of friendship. Identify good friend characteristics: Based on the story and discussion, create a list of characteristics that good friends have, such as being trustworthy, helpful, kind, and supportive. Use chart paper or a whiteboard to



- Watch the story** : If possible, watch the story together as a class. If not, summarize the key events and characters, highlighting themes related to peace.
- Discuss the story (optional)**: If you watched the story, guide a

- How did you find the activity?
- Who among your family members help you learn the skills of protecting oneself and others?
- What skills do you need to practice to use it in an emergency situation?

### C. Let's Explore This

"Things You Should do"


Direction: Read and discuss with your parents or guardian the different scenarios below.

Scenario 1 At Home  
Scenario 2 In the Community  
Scenario 3 At School

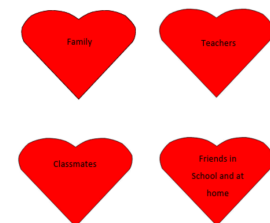
### D. Keep in Mind

Things to remember that you need to do in



	<p>Model how to make inferences about characters' thoughts and feelings. Shared reading: Have students take turns reading aloud in small groups or with a partner. Independent reading: Allow students to finish reading the story independently at their own pace.</p> <p><b>C. Post Reading</b></p> <p>Discussion: Facilitate a discussion about the story, focusing on the main events, characters, and students' predictions. Ask questions to help students: Retell the story in their own words. Identify the main character and their goal. Describe the setting and how it contributes to the story. Explain the problem or conflict in the</p>	<p>time, pair students up for partner reading. Encourage them to take turns reading aloud, providing support as needed.</p> <p>Small group reading (optional): Form small groups and read the story aloud together. This can be helpful for students who need more scaffolding or enjoy collaborative learning.</p> <p><b>C. Progress Monitoring through Reflection and Sharing</b></p> <p>Individual reflection: Provide students with sticky notes (optional) or reflection prompts to write down their thoughts and feelings about the story. Prompts could include: What was your favorite part of the story? Why? What did you learn about Ginger? Did anything surprise you in the story?</p>	<p>Class discussion: Lead a discussion about the specific principles of peace highlighted in the video and activities. Discuss how these principles apply in daily life and connect to the video's message. Create a "Peace Pledge": Together, create a pledge or promise to promote peace in the classroom and school, inspired by the video's values.</p> <p><b>D. Group Sharing and Reflection</b></p> <p>Role-play peaceful conflict resolution: Act out scenarios where students practice peaceful solutions, drawing inspiration from Lola Lilay's wisdom. Write a "Peace Song for Lola Lilay": Compose songs or poems expressing their understanding of</p>	<p>record the list collaboratively.</p> <p><b>D. Reflection and Sharing</b></p>  <p><b>E. Reflection and Sharing</b></p> <p>Individual reflection: Provide students with time to reflect on their own friendships. They can write or draw their thoughts and feelings about their friends and how they can be a better friend in a journal or on a piece of paper. Reflection prompts could include:</p>	<p>discussion about the characters' actions, choices, and consequences, focusing on how they relate to peacefulness. If you summarized the story, use discussion prompts to explore similar themes.</p> <p>3. <b>Introduce key principles of peace:</b> Based on the story's themes, define and explain age-appropriate principles of peace, such as kindness, empathy, forgiveness, and respect. Use examples</p>	<p>a given situation:</p> <ol style="list-style-type: none"> <li>1. Know yourself better-you need to discover your own strengths and weaknesses, to protect oneself and others.</li> <li>2. Do not talk to strangers-keep away from people that you do not know.</li> <li>3. Listen to your parent or guardian-always take note of what your parent or guardian taught you on how to protect yourself from strangers.</li> <li>4. Be aware of the body's sensitive parts-as early as your age you should be aware of the sensitive parts of your body. Not showing it to anyone else but yourself.</li> <li>5. Remember your parent or guardian contact</li> </ol>
--	---	---	--	---	--	--

	<p>story and how it is resolved. Make inferences about the characters' thoughts and feelings. Connect the story to their own lives and experiences. Comprehension check: Use the comprehension questions worksheet to assess students' understanding of the story. You can also use oral questioning or other methods.</p> <p><b>D. Drawing/Coloring Activity</b></p> <p>Creative response: Have students complete a creative activity related to the story, such as: Drawing or writing about their favorite part of the story. Writing a letter to Lola Sidra. Creating a new ending for the story.</p>	<p>How did you feel while reading the story? Group sharing: Have students share their reflections in small groups or as a whole class. Encourage them to listen actively and ask clarifying questions. Teacher-led discussion: Facilitate a discussion about the story, focusing on key events, characters, and lessons learned. Ask questions to promote critical thinking and analysis, such as: What challenges did Ginger face? How did she overcome them? How would you describe Ginger's personality? What message do you think the story teaches us? Can you connect the story to your own life or experiences?</p> <p><b>D. Wrap Up</b></p> <p>Summarize key points: Briefly summarize the main</p>	<p>peace, inspired by the story's message.</p> <p><b>E. Feedback and Reinforcement</b></p> <p>Provide positive feedback: Acknowledge and praise students' participation and sharing. Reinforce key learning points: Briefly summarize the main ideas about peace and their connection to the video. Encourage continued practice: Remind students to practice peacemaking skills in daily interactions, remembering the video's message.</p>	<p>What are your favorite things about your friends? How do you show your friends that you care about them? What can you do to be a more helpful and supportive friend? Group sharing: Have students share their reflections in small groups or as a whole class. Encourage them to listen actively and offer positive feedback to each other.</p> <p><b>F. Wrap-Up</b></p> <p>Summarize key points: Briefly summarize the main characteristics of good friends and how they are important for our well-being. Connect to real life: Discuss how students can practice these characteristics in their own friendships and interactions with others.</p>	<p>from the story or real-life situations to illustrate these principles.</p> <p><b>C. Progress Monitoring through Reflection and Sharing</b></p> <p>Individual reflection: Provide students with time to reflect on the story and the principles of peace. They can write or draw their thoughts and feelings in a journal or on a piece of paper. Reflection prompts could include: What did you learn about peace from the story? Did any character's actions surprise you? Why? How can you practice the principles of peace in your own life? Group sharing: Have students share their reflections in small</p>	<p>number-write it on a piece of paper and keep it with you always or memorize it if possible.</p> <p>6. Be observant-you cannot trust everybody, you should know how to detect a good or a bad situation, always be alert.</p> <p>7. Do not lie to your parents or guardian-you should not keep secrets from them.</p> <p><b>E. You Can do It</b></p> <p>Directions:</p> <p>1. Draw heart, inside it write to as many people as you can, family, friends, classmates, teachers and significant adults, who helped you in taking care of yourself and taught you how to</p>
--	---	---	--	---	--	---

		<p>events and themes of the story.</p> <p>Connect to real life: Discuss how the lessons learned from the story can be applied to students' lives.</p> <p>Assessment: Collect students' reflection notes or use informal questioning to assess their understanding and engagement.</p> <p>Extension activities (optional): Offer optional activities related to the story, such as:</p> <p>Drawing or writing about their favorite part.</p> <p>Creating a new adventure for Ginger.</p> <p>Researching more about giraffes.</p>		<p>Extension activities (optional): Offer optional activities related to friendship, such as:</p> <p>Creating friendship bracelets or cards for their friends.</p> <p>Writing a short story about a good friend.</p> <p>Role-playing scenarios where they practice being a good friend.</p>	<p>groups or as a whole class. Encourage them to listen actively and ask clarifying questions.</p> <p><b>D. Wrap Up</b></p> <p>Summarize key points: Briefly summarize the main ideas about peace and how they connect to the story.</p> <p>Connect to real life: Discuss how the lessons learned from the story can be applied to students' lives.</p> <p>Assessment: Collect students' reflection notes or use informal questioning to assess their understanding and engagement.</p> <p>Extension activities (optional): Offer optional activities related to peace, such as:</p> <p>Drawing or writing about their favorite part of the story and how it relates to peace.</p> <p>Creating a short skit demonstrating</p>	<p>take care of others.</p> <p>2. Rank them by the number (ex. 1. Lydia-mother...)</p> <p>3. Ask your parents or guardian to post it near your study area or space, for you to always be inspired by the people who have helped you.</p> <div data-bbox="1904 635 2172 858">  </div> <p><b>F. What I have Learned</b></p> <p>Procedure: 1. On a piece of paper write the World Health Organization's protocol that you have learned, from watching TV, listening over the radio and your parents to keep</p>
--	--	---	--	---	---	---

					<p>peaceful conflict resolution. Researching real-life peacemakers and their contributions.</p>	<p>you safe from COVID19.</p> <p>2. At the back page of the paper make a slogan about taking care of other people during this time of pandemic.</p> <p><b>G. Share your thoughts and Feelings</b></p> <p>Ask your parents or guardian to tell you a story from their past experiences of helping other people. Tell them your thoughts about it. Read different story books to enhance your reading skills and learn a lot of things especially the things that are happening around us.</p>
--	--	--	--	--	---	--



[illegible]