(FOR VALUES, PEACE, AND HEALTH ED)

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Catch-up Subject:	National Reading Progra ENGLISH	am	Grade Level:	4	
Quarterly	Drop Everything and Read (refer to	Date:	MARCH 15, 2024	
Theme:	Enclosure No. 2 of DM 001	•			
	Quarter 3)				
Duration:	140 minutes		T		
Session	Identify the main idea, key sent	<u>-</u>	Subject and	(schedule as per	
Objectives:	supporting details from text list		Time:	existing Class Program)	
References:	K to 12 Basic Education	Curriculum			
Materials:	• Duration	Activities			
Lesson Proper	Duration	Activities			
Pre Reading	30 minutes	Read the parand specific 1. The meal 2. Birds help 3. It was a was 4. Birds eat 5. We can from the second to wrap their comprehens 1. What is 2. Which is idea of complete the 3. What is key sentence 4. Which second to which is second to what is key sentence 4. Which second to which is second to what is key sentence 4. Which second to which is second to which it was a which is second to which is second to which is second to whic	Begin the lessed what the main simple language most important author wants to Introduce the cas information support the mastorming Activity. Engage learner where they gestidentify the main details in a storming at the main idea?" Encourage learner where they gestidentify the main idea aparagraph ought? In food in different insects. Some learner was the author of the warm sive Questions: the topic diseaper prey like mump sive Questions	concept of supporting details in that helps explain or in idea. (10 minutes): s in a brainstorming session merate ideas about how to main idea and supporting ty. (a) below. Identify the general for a picnic. It own weight. (b) merate to think about asking the merate wind coming in our faces. (c) merate to think about asking the story mostly what is the story mostly what are some important from tells us about the main the support of the air to see sheets of silk mies. (c) c) contains the main and is expressed in a first of the paragraph that the he topic? (c) r) the key sentence?	
		4. Which sentences support the key sentence?3. Story Introduction (10 minutes):			

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				he story that will be l DEAR (Drop Everyton.	
		Can you p	olease read it	again.	
		Spider catch food in different ways. They spin silk to catch insects. Some leap into the air to catch their prey.some spiders use sheets of silk to wrap their prey like mummies.			
		In this paragraph, the main idea is a sentence that tells what the paragraph is about. It is what the writer wants us to know and remember about the topic in the paragraph. To identify the main idea, answer the question, what is the most important thing that the paragraph tells me about the topic?			
		So the paragraph tells us that spiders have different ways of catching food and the first sentence give that.			
			setting, and	rief overview of the c d main events of the eners for listening.	•
		 DEAR Session with Story Listening (60 minutes): Play an audio recording or read aloud a story to the learners. 			
		Complete the graphic organizer below with the information being asked for. READ THE PARAGRAPH			
		Swans are the most majestic of the waterfowls. They are graceful in the air and stately on the water. This large waterfowls have long necks, heavy bodies, and a big feet. They are the largest animals in the duck-goose family.			
		MAIN IDEA:	KEY SENTENCE	UPPORTIN G DETAILS	
During Reading	120 minutes		:		
		 Instruct learners to listen carefully to the story, paying attention to the main idea and supporting details. 2. Story Discussion and Analysis (60 minutes): After the story is finished, gather learners together for a group discussion on the main idea and supporting details. Use guiding questions such as "What was the story mostly about?" and "What are some important things that happened in the story?" 			

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Post-readin g 1. Group Activity: Story Retelling (15 minutes): • Divide learners into small groups and have each group work together to retell the story in their own words. • Encourage learners to include the main idea and important supporting details in their retelling. 2. Individual Activity: Story Illustration (15 minutes): • Provide learners with paper and art supplies. • Instruct learners to choose a scene from the story and illustrate it, focusing on including key details that support the main idea.		 Encourage learners to share their thoughts and ideas about the story, and guide them in identifying key sentences and supporting details.
Post-readin g O Divide learners into small groups and have each group work together to retell the story in their own words. Encourage learners to include the main idea and important supporting details in their retelling. 2. Individual Activity: Story Illustration (15 minutes): Provide learners with paper and art supplies. Provide learners to choose a scene from the story and illustrate it, focusing on including key details that support the main		supporting details.
	30 minutes	 Divide learners into small groups and have each group work together to retell the story in their own words. Encourage learners to include the main idea and important supporting details in their retelling. Individual Activity: Story Illustration (15 minutes): Provide learners with paper and art supplies. Instruct learners to choose a scene from the story and illustrate it, focusing on including key details that support the main



File:Baby_turtle.jpg https://commons.m.wikimadia.org.

Turtles have ways to protect themselves from enemies. Some species, such as the box turtle, can withdraw the head, leg, and tail and tightly close for protection. Powerful jaws and claws are the snapping turtle's best defense against enemies. Side-necked turtles have necks that fold sideways along the

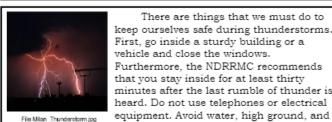
Wiki inner edge. SOURCE: turtle. (2012). Britannica Student Library. Encyclopedia Britannica Ultimate Reference Suite. Chicago: Encyclopedia Britannica.



honeybees-beehive-honey-bees

A beehive consists of three types of bees with its own important job. There is only one queen bee who fills the hive with eggs. Male bees are called drones who mate with the queen. Worker bees take care of the babies, build honeycombs, and keep the hive cool.

Source: Seehire Excerpt, https://www.freeimg.net/photo/180358/ Details-FREE BIE-Two-Parsages-1459991 Details-FREE BIE-Two-Parsages-1459991



File:Milan_Thunderstorm.jpg equipment. A: s://commons.m.wikimedia.org/wiki/ metal_objects.

There are things that we must do to keep ourselves safe during thunderstorms. First, go inside a sturdy building or a vehicle and close the windows. Furthermore, the NDRRMC recommends that you stay inside for at least thirty minutes after the last rumble of thunder is heard. Do not use telephones or electrical



Bees vary greatly in nesting practices depending upon the species. Social bees are members of colonies cooperating with others to build the nest and to feed and protect the young. Solitary bees care only for themselves and their immediate brood. Parasitic bees, or guest bees, have no body parts for collecting pollen and do not feed or care for their

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