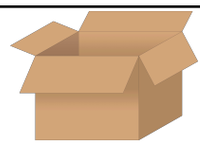
CATCH UP-FRIDAYS TEACHING GUIDE

Catch-up Subject:	Reading Intervention	**Grade Level:**	2
Quarterly Theme:	Reading Comprehension	**Date:**	MARCH 8, 2024
Sub-theme:	Answering Questions to Clarify Understanding and justify predictions.	**Duration:**	50 mins *(time allotment as per DO 21, s. 2019)*
Session Title:	Clues	**Subject and Time:**	English 8:00-8:50 *(schedule as per existing Class Program)*
Session Objectives:	Use clues to answer questions, clarify understanding and justify predictions before, during and after reading (titles, pictures, etc)		
References:	K to 12 Most Essential Learning Competencies		
Materials:	pictures PowerPoint presentation		

Components	**Duration**	**Activities**
Introduction and warm-Up	**10 minutes**	Greetings House Rules 1. Be kind to your classmates. 2. Listen to the teacher. 3. Stay in your seat. 4. Raise your hand if you want to talk. 5. Be quiet. **Name that pictures**: The teacher will show pictures then the learners will guess the name of each picture. **Pre reading Activities** (Suggested Activities for Reading intervention) *refer to Enclosure No. 2 of DM 001, s. 2024, Quarter 3* ***Playing Games*** 1.  s__n 2.  f__x 3.  h__t 4.  b__n b__x

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		5.  The teacher will read the words, then the pupils will repeat the words. ***"Repeat after Me"*** 1. Sun 2. Fox 3. Hut 4. Bin 5. box
Concept Exploration	**20 minutes**	A clue is a piece of evidence that helps solve a problem. It is a hint or guide on how you can identify the problem or mystery, and leads you towards the solution. It is helpful in defining unfamiliar words, phrase, image, idea, and action. **During Reading Activities** (Suggested Activities for Reading intervention) *refer to Enclosure No. 2 of DM 001, s. 2024, Quarter 3* ***Predicting What will happen next*** ***Asking Question*** **Direction:** Complete the story by filling in the missing letters. The picture clues will help you.

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		A Story  One day the **s__n** was shining. The  **d__g** was sleeping.  The **c__t** was sleeping. But the  **h__n** saw a  **f__x.** "Help! Help!" she cried. The **__at** and the  **__og** hid in a  **b__n.** The  **__en** Flew into a  **h__t.** The  **fo__** jumped into a  **b__ __.** A few moments passed, the  **__ox** came out in the box and said, "Why we are hiding?" Then the  **h__n** replied. "I thought you're going to eat us". The teacher will show the completed version of the story then he/she will let them read. **A Story**  One day the **sun** was shining. The  **dog** was sleeping.  The **cat** was sleeping. But the  **hen** saw a  **fox.** "Help! Help!" she cried. The **cat** and the  **dog** hid in a  **bin.** The  **hen** Flew into a  **hut.** The  **fox** jumped into a  **box** A few moments passed, the  **fox** came out in the box and said, "Why we are hiding?" Then the  **hen** replied. "I thought you're going to eat us".
Valuing/Wrap up	15 minuto	**Post reading Activities** (Suggested Activities for Reading intervention) *refer to Enclosure No. 2 of DM 001, s. 2024, Quarter 3* ***Discussion of the Story*** ***Identifying the favorite part of the story***

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		After reading the story, the teacher will ask the following questions. 1. What animals are sleeping? Why do you think they are sleeping? 2. Who hid in the bin? Why? 3. Why do you think the hen flew into the hut? 4. Where did the fox jump? 5. What do you think will happen next? 6. What is the lesson in the story? 7. What do you think will happen if you judged someone without knowing them? ***(Values Education)*** *Don't be judgmental to prevent misunderstanding.*
Drawing/Coloring Activity (Grades 1- 3)	5 minuto	**During Reading Activities** (Suggested Activities for Reading intervention) *refer to Enclosure No. 2 of DM 001, s. 2024, Quarter 3* ***Molding Clay*** **Direction:** Using clay, mold your favorite character in the story and tell why you choose it.