CATCH-UP FRIDAYS TEACHING GUIDE

(FOR VALUES, PEACE, AND HEALTH ED)

Catch-up Subject:	***National Reading Program ENGLISH***	**Grade Level:**	2
Quarterly Theme:	***Drop Everything and Read*** *(refer to Enclosure No. 2 of DM 001, s. 2024, Quarter 3)*	**Date:**	MARCH 15, 2024
Duration:	140 minutes		
Session Objectives:	Learners will be able to retell and/or reenact events from a story, enhancing their comprehension and engagement with the text.	**Subject and Time:**	*(schedule as per existing Class Program)*
References:	K to 12 Basic Education Curriculum		
Materials:			

Lesson Proper	**Duration**	**Activities**
Pre Reading	30 minutes	**1. Introduction to Retelling and Reenacting (10 minutes):** • Begin the lesson by explaining to learners what it means to retell and reenact events from a story. • Use simple language and examples to illustrate the idea, such as summarizing the main events of a favorite story or acting out a scene from a familiar book. Learning Task 1: Read the short story. Choose the best answer for each question. Write the letters of your answers on your answer sheet. **Hamburger Sundays**  Michelle and her friends have hamburgers every Sunday night for dinner. She helps her friend Lily prepare the buns. When the ham is done, Michelle sets the table. Everyone enjoys the delicious hamburgers! 1. What do Michelle and her friends eat on Sundays? A. hotdog B. hamburger C. fries 2. What do Michelle and Lily prepare? A. hotdog B. sauce C. buns 3. What does Michelle do after cooking the ham? A. eats B. sets the table C. goes home **2. Brainstorming Activity (10 minutes):** • Engage learners in a brainstorming session where they generate ideas about how to retell and reenact events from a story.

		• Encourage learners to think about using props, costumes, and expressive voices to bring the story to life. **3. Story Introduction (10 minutes):** • Introduce the story that will be read during the DEAR (Drop Everything and Read) session. • Provide a brief overview of the characters, setting, and main events of the story to prepare learners for the reading. Retelling events is a skill which we use regularly, such as telling someone about our day or weekend. It is a difficult task and requires many smaller skills to be developed first. In retelling events, you have to remember or act out all important events, but it would be better if you can remember the entire story. This is an example of a short story.  **The Garden** Julia and Anna went gardening yesterday. They watered the plants and bushes. Julia picked up the dried leaves and threw them in the garbage bin. Anna planted sunflower seeds. After doing their tasks, they sat under the tree and ate apples and bananas. They immediately went back to their house because it rained. Answer the following questions: Where did Julia and Anna go? • What did Julia do in the garden? • What did Anna do in the garden? • Why did they go back to their house?
During Reading	120 minutes	1. DEAR Session (60 minutes): Learning Task 2: Read the short story. Choose the best answer for each question. Write the letters of your answers on your answer sheet. Red Riding Hood Mother gave Red Riding Hood a basket of food for Granny. On her way through the woods, Red met the wolf. The wolf ran ahead to Granny's house and pretended that he was Granny. "What big

		eyes you have!", said Red. "And what big ears you have!" Red screamed when the wolf tried to eat her. The woodcutter came and frightened the wolf away. 1. Who went to visit her granny? A. Red Riding Hood B. Fox C. Woodcutter 2. Who said "What big eyes you have"? A. Red Riding Hood B. Fox C. Woodcutter 3. Who frightened the wolf away? A. Red Riding Hood B. Fox C. Woodcutter Learning Task 4: Read the short story. Choose the best answer for each question. Write the letters of your answers on your answer sheet. Amber the Ant and the Dove One hot day, Amber the Ant was searching for some water. He came to a spring. But to reach it, he had to climb up a blade of grass. While making his way up, he slipped and fell into the water. A dove sitting on the nearby tree saw him and quickly plucked a leaf and dropped it into the water to save the drowning ant. 1. Where did the ant climb to get some water? A. tree B. vine C. blade of grass 2. How did the Dove save the ant? A. plucked a leaf and dropped it in the water B. swam C. called a friend 3. If you were the Dove and you saw an ant drowning, what would you do? A. save the ant B. fly and enjoy C. go home 2. Story Discussion (60 minutes): • After the DEAR session, gather students together for a group discussion on the story they read.

		• Guide students in retelling the main events of the story, using prompts such as "What happened at the beginning, middle, and end of the story?" and "Who were the main characters, and what did they do?" • Encourage students to share their favorite parts of the story and discuss why they enjoyed them.
Post-reading	30 minutes	1. Reenactment Preparation (15 minutes): • Divide students into small groups and assign each group a different scene from the story. • Provide students with props, costumes, and any necessary materials to help them reenact their assigned scene. **Harry and the Purple Crayon** Harry is very imaginative. One day, he decided to go for a walk. He took with him his favorite purple crayon. He drew the moon. It started following him in his path as he continued his walk. Along the road, he drew his favorite tree with his purple crayon. Moving a little further, he drew a beautiful sea with a boat to sail. 1. Who is the main character in the story? A. Peter B. Gary C. Harry 2. What is the favorite color of the main character? A. blue B. purple C. pink 3. What was the last thing that Harry drew? A. moon B. tree C. sea Learning Task 6: Reenact the story in Learning Task 5. Do this in front of your parents, guardians, or siblings. Then, ask them to give their comments about your performance using the questions below. Write your comments on your answer sheet. 1. Was I able to reenact the events well? 2. Did I include all important details in reenacting the story? 2. Reenactment Performance (15 minutes): • Have each group take turns performing their reenactment for the class.

		• Encourage students to use expressive voices and gestures to bring their scene to life. • After each performance, allow classmates to ask questions or share feedback about the reenactment.

Additional Activity for enhancement: Complete the paragraph by selecting your answers from the choices below. Write your answer on your answer sheet.

Events understands reenacting

Retelling (1)_____ refers to recalling of the important details from the story read or listened to. (2)_____ events means acting out the story using the necessary information. Retelling and reenacting events are two important skills that one must have to know if he/she (3)_____ a particular story.

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