

HANDOUTS ON THE
THIRD CONFERENCE
ON THE IMPLEMENT-
ATION OF PROJECT
IMPACT

PREPARED BY :

IMPACT PROJECT STAFF
EDPITAF
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The IMPACT Project Staff, EDPITAF
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PROGRAM OF ACTIVITIES

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
1. Opening Program	1. Sharing Period	1. Sharing Period	1. Sharing Period	1. Field Trip to Dagong
2. Orientation of Conference proceedings - Mr. Troadio P. Robes: Chief Subject Matter Specialist, Sapang Palay IMPACT	2. Grouping of Pupils and Scheduling - Miss Florideliza B. Avanceña	2. Lecture-Demonstration of Programmed Teaching Techniques -Miss Maria Teresa Cruz -Miss Elvira Villano Inst. Supervisor Sapang Palay IMPACT	2. Continuation of Lecture-Demonstration of Programmed Teaching Techniques -Miss Maria Teresa Cruz -Miss Elvira Villano	: : Duhay F and Dagong : Duhay D Learning : Centers
	3. Management Forms - Miss Maria Teresa Cruz Subject Matter Specialist Sapang Palay IMPACT			
C O F F E E B R E A K				
3. Overview of Project IMPACT -Mr. Jose B. Socrates Head, Research Div. INNOTECH	4. Orientation on the Uses of Modules and accompanying Materials -Mr. Troadio P. Robes	Continuation of Lecture-Demonstration of Programmed Teaching Techniques -Miss Maria Teresa Cruz -Miss Elvira Villano	3. Return Demonstration of Programmed Teaching Techniques -The Participants	
4. Information and Acceptance Strategies; Administrative Set-Up -Mrs. Lesmes E. Avera Project Director S. Palay IMPACT	5. Roles and Role Expectations -Mrs. Lesmes S. Avera			
N O O N B R E A K				

MONDAY	TUESDAY	WENESDAY	THURSDAY	FRIDAY
5. Survey of Community Resources - Miss Rosalinda H. del Rosario Subject Matter Specialist and ISC, B. Buhay D Learning Center	6. Evaluation/Remediation; Appraisal of IS's Performance - Mr. Treadio P. Robes	3. Return Demonstration of Programmed Teaching Techniques - The Participants	4. Lecture-Demonstration of Transition Learning and Peer Group Learning Techniques - Miss Rosalinda H. del Rosario - Miss Elvira Villano	2. Post-Conference in Field Trip 3. Brainstorming Session (for possible problems/solutions)
6. Setting Up the Community Learning Center - Miss Florideliza D. Avancena, ISC of B. Buhay F Learning Center	7. Learning Modes and Techniques - Miss Rosalinda H. del Rosario			
C O F F E E B R E A K				
7. Workshop - a. Preparing a draft on Information and Acceptance Strategies b. Making Plan of Community Learning Center	8. Workshop - a. Making plans of Pupils' Grouping b. Making Tentative Class Schedule	Continuation of Return Demonstration of Programmed Teaching Techniques - The Participants	5. Return Demonstration of Transition Learning and Peer Group Learning Techniques - The Participants 6. Pre-conference on Field Trip	4. Closing Program

NOTE: Open forum follows immediately after the discussion of each topic.

CONCOMITANT LEARNING IN IMPACT

by

Jose B. Socrates
Head, Research Division
INNOTECH

The main objective of Project IMPACT was to develop a delivery system of mass primary education which is both economical and efficient.

Efficiency was determined mainly through an evaluation of pupil achievement. The instruments include module tests and external examinations administered at various times and by different entities in each site. The only common achievement test administered was the Project SOUTELE test.

Efficiency, however, must be appraised from a much wider perspective than the results of paper and pencil tests on academic achievement. This is true, whether one is talking about a conventional system or one under the process of development.

The highly encouraging results of the administration of the SOUTELE tests, are paralleled by a similar progress in the affective development of the IMPACT child. In the final analysis, these contributions to the growth and development of the personality of the child might even be more significant than the increments in cognitive knowledge and understanding. These plus factors represent the effect of what may be considered as the hidden curriculum, which can be traced to the three main components of the instructional management system: programmed teaching, peer-group learning, and individual learning - all with the use of modules.

Social Sentivity:

One of the first criticisms against the IMPACT system was the doubt that the socialization of the child was being neglected, if not jeopardized. This is a valid concern and was recognized early. The doubt, however, may have developed because of the misconception that IMPACT learning was only individualized study. By now that this is not so.

Many aspects of the IMPACT system are conducive to the development of social sensitivity.

The organization of the children into "families" instead of by grade level, brings of all grade levels under one Instructional Supervisor. This approximates very adequately the basic social unit, the family, where members of all ages are present. For the beginners, especially, the child is given a great amount of stability and security in the knowledge that he has, not just a teacher, but perhaps an older brother or sister, or at least neighbor in his school family.

We recognize the family as the basic social unit. It has endured as such. Applying its features and principles in an artificial grouping is bound to strengthen the relationships of the members of the latter.

Moreover, modular learning is not only individualized study. The more significant mode is, in fact, peer-group learning. In this system, pupils are formed into small groups of only six to eight members. The day-to-day interaction in such a small group is therefore very spontaneous, intensive and free wheeling. Each time the I.S. visits such a group, her own interactions become more personalized and warm.

On top of these, the IMPACT child has to constantly interact with an I.S. Aide, high school tutors, itinerant teachers, and community resource persons who represent other age and social groups.

Such a situation is certainly conducive to the development greater social sensitivity in contrast to the conventional system where one teacher faces a group of 40 or more children in an almost one-way traffic of communication.

Evidence of the rapid growth of social sensitivity are overwhelming. Children are reported to be more spontaneous, even uninhibited in their activities and expressions. They work and communicate equally well among themselves as well as with parent groups, and visitors.

The traditionally shy Filipino and Indonesian child has been replaced in the IMPACT sites by one who takes foreign visitors for granted, even exhibiting some amount of well deserved bravado. Among the even more conservative Indonesians, both parents and some educators have voiced concern over the apparent travesty of certain social norms now being exhibited by some IMPACT children.

A Sense of Responsibility and Commitment:

As professional teachers we like to be described as dedicated, responsible, committed individuals. In fact our sense of public service sometime border on servility.

The programmed teacher, or the peer group leader in IMPACT is no less responsible, even more so.

Now that it is vacation time, time for all school children to play, our site in Sapang Palay reports that each day, no less than 20 pupils report to each I.S. for training as Programmed Teachers. Then the time for testing comes, P.T.'s are concerned over their wards and continually found the I.S.'s in their childish ways, asking for the performance of their pupils.

The system of group contracting, when a peer group signs out a number of modules to be finish at a specified time is one more contributory factor to the development of responsibility - in this case responsibility for the progress of the members of his group. The peer group members take it upon themselves to assist an absent member, to tutor the slow, and to visit and help the sick.

Development of Leadership:

At one time or another, and for several times during the school year, the IMPACT child is made to take leadership roles. From the fourth grade on, a child is assigned as a programmed teacher. As such, he leads the learning of a small group of lower level children. In this capacity he is looked up to, he is obeyed and respected. He stands tall in the eyes of younger children.

Among themselves, as grade IV, V, and VI, the IMPACT children learn as small peer groups. In this system, each child again assumes the role of a leader. Following a set of guidelines a group leader reads, gives directions, asks questions, and verifies the answers. In this capacity he receives the attention of his peers, he maintains discipline and makes simple decisions. Leadership within this small peer group is rotated. A new leader takes over at the start of every lesson or a major division of a module. In a week a child may be group leader at least once.

It is inevitable that the desire to excel as a group leader enters consciously or unconsciously the mind of the programmed teacher, the peer-group leader. He takes some pride in his role. In the process he nurtures those qualities of leadership which perceives to be effective.

Motivation to Learn:

The instructional management system has helped developed what every teacher hopes would happen in each of her pupils an intrinsic desire to learn. Just like any teacher, a child who has to take on the responsibility of standing before a group or among his peers, would want to assure himself of some mastery of his assignment. Motivation, of course, must be seen from a broader viewpoint. Ultimately it must result in the reduction of the drop-out rate. Although data is not yet complete, already we are seeing signs that the IMPACT system can drastically reduce the drop-out rate.

The evidence of the increased attention of the IMPACT child to learn range from a simple grateful report by a parent, to one of exasperated complaints that a child can no longer be asked to do home chores because he is studying his modules. While this is not desirable, it emphasizes the development of the trait.

Skill in Self-Study:

Modular learning is versatile. It provides for both peer group learning and individualized study. Individual learning is both an integral part of the management system, as well as a contingency plan for those who get sick, or are absent for one reason or another.

As early as Level III, when the child shifts from Programmed Teaching to the use of transition modules, he is introduced into the concept of self study. Up to the time of his graduation a child will spend at least one hour a day in self study as a regular part of his daily schedule. When he incurs any absence, he makes it up through self-study.

One evidence of this skill comes as reports on those children who have since to high school. Their teachers have found them to be capable of independent study, they exercise initiative. In this regard they are reported to stand out among their peers. This is true of both the Philippines and Indonesia.

Self-Confidence:

In sum, Project IMPACT has succeeded, quite successfully in enhancing the self confidence of the child. This may be seen as early as the end of only one year. Witness the testimony of an impartial set of observers who administered a District Evaluation Test in one site. Aside from the superior academic performance of the children, the observer wrote of the IMPACT schools:

"Pupils are at ease and confident in taking the tests ... inquisitive on points that are not clear to them. They do not complain whether the tests are difficult or long." In contrast, the same observer said of the conventional schools: "Pupils are nervous. There are some who cried ... are afraid and hesitant to take the tests. Some pupils are complaining that the tests are long and difficult."

However limited is the number of schools engaged in the development of the IMPACT model, we have the benefit of impartial observers, and objective instruments to give us feedback on the results of IMPACT. The results so far, have been most encouraging. IMPACT is able to effect, not only better content knowledge, but in fact contribute efficiently to the total development of the child both as a person and as a responsible citizen of his country.

SUMMARY OF IMPACT FEATURES

PRINCIPLES OF IMPACT

As a radical departure from the conventional system of education, IMPACT is characterized, and is based on a number of principles.

A. THE SUBJECTS OF EDUCATION ARE CHILDREN OF PRIMARY SCHOOL AGE

Basic is a consideration of the learner as of primary school age. The IMPACT system is expected to deliver mass primary education as effectively, if not more so, than the conventional system, but at much less cost. Moreover, IMPACT hopes to reach all who are in need of primary education, whether it is the in-school child; the out-of-school adolescent, and even the mature adult.

Alternatives have to be looked for to overcome the non-educational factors that contribute to a high drop out rate so that all children of primary school age can effectively follow the primary school curriculum from the start until they finish. In the IMPACT system, school drop-outs do not cease the process of learning but they can go studying to the finish and gain the elementary education certificate.

The IMPACT system is therefore open in character, it does not close off the opportunity to the children to study although they may have dropped out of primary school; it can therefore be used to solve the problem of school deprivation. The IMPACT system, through its innovative approaches and methods, is expected to minimize, if not totally eliminate the reasons for drop-outs. In other words the IMPACT system is an educational system with a mass character, in the sense that it is able to provide education simultaneously to a large number of children living under differing conditions. In this way it can be utilized as one alternative in implementing compulsory education.

B. LEARNING MATERIALS ARE BASED ON THE CURRENT PRIMARY SCHOOL CURRICULUM

The fact remains that the pupils of IMPACT schools are still governed by requirements of the system such as the successful attainment of objectives and the passing of official examinations.

The second principle therefore stresses the currency of learning materials. IMPACT developed its own set of learning materials and content, primarily in the form of modules. These, however, were based on the approved curriculum of the school system.

C. THE ESSENCE OF EDUCATION IS THE LEARNING PROCESS

School systems have always been concerned with developing in the child the ability and the skill to learn by himself. The third principle of PAMONG (IMPACT) on the learning process shall achieve precisely this aim.

Education in the IMPACT system, through the intermediary of modules will encourage children to learn by themselves. There will be a minimum of exhortation, instead, the process will throw the child right into situations that will expect him to learn by himself.

D. LEARNING CAN TAKE PLACE ANYWHERE

In line with the concept of life-long education, principle four of IMPACT conceives of learning as taking place anywhere-not only in the classroom. The attitude that drop outs inevitably will cease to learn, or that graduation terminates the learning process is antithesis to this principle and therefore must be changed. Learning can be done, and education will prosper at any place as long as people want to.

In the IMPACT system, the school building is merely the center of learning from where guidance, materials, and resources may be derived. In the countryside, there, where the drop-outs and adults are learning posts are established for easy access. (This was particularly true of Proyek PAMONG in Solo.) It is to these posts where children, adolescents and adults alike, who are unable or even unwilling to return and attend regular school hours at the learning center, may go to learn. All the facilities of the Center will be made available to them and special guidance and procedures are developed to respond to their particular circumstances.

E. MULTIPLE ENTRY AND EXIT

Corollary to the above principle, is that of multiple entry and exit in the IMPACT system. This is in direct contrast to the usual practice of single entry in the conventional system.

In developing countries, especially in the more rural or the poorer areas, the concept of compulsory primary education is an illusion. Under the conventional system, dropouts are inevitable-what-ever improvements there may be in learning materials, school facilities, or the delivery system. IMPACT refuses to condemn the dropouts or the slow learners. Neither will IMPACT leave them to their fate.

The principle of multiple entry and exit will help solve the problem of dropouts by meeting them half-way, by literally allowing pupils to enter when they wish or when it is most proper for them, and to leave at the most opportune time. Anybody leave anytime, while all the time the gates remain open for re-entry and continuation of learning or re-learning until one can take part in an evaluation of achievement and obtain an Elementary Education Certificate.

F. PROGRESS BASED ON MASTERY AND INDIVIDUAL SPEED

Stated in another way, this principle provides for selfpacing. Children will not be forced to proceed with speeds beyond their capacity and readiness. On the other hand, they will not be hindered when they are ready and are capable. This principle recognizes the concept of individual differences quite realistically. The children learn by themselves and pacing is individualized. The bases of progress is mastery.

The experience of the IMPACT system confirms the truth that children indeed have differing speeds of development. The experience shows that there are children who can finish the curriculum of the primary school with good results ahead of the conclusion of the sixth grade study year. Pending admission of new pupils to the secondary school, such pupils can be aided with enrichment modules, or can be requested to aid fellow pupils who have not yet finished or are younger in age. By aiding their friends in learning, their own mastery of the material of study is strengthened.

IMPACT produces materials for self-learning with built in checks for achievement. These are in the form of self-administered tests with immediate feedback. Every module has a module post-test, and after 4 to 5 related modules, a block post-test is administered by the I.S. The I.S. sees to it that the pupil is able to successfully pass each set of tests before she gives the child a new module.

G. EDUCATION IS A SOCIALIZING PROCESS WITH TRAINING IN LEADERSHIP

Education is not only the process of developing the mind. It is a process of socialization as well. The objective of education is not only for the child to become knowledgeable and skillful, but also to grow as a human being with a sense of responsibility toward the nation's welfare. Children of today are the citizens of tomorrow. As the saying goes, no one is an island. People must live together as families, neighbors and in communities. In the future the national welfare will depend on these children. To this end, socialization is needed.

In the IMPACT system, group learning is a primary mode of learning. Children learn together in mutual activities. Older ones act as tutors of "programmed teachers" to younger ones. In peer groups, children assist each other. Socialization among peers, therefore, does not only occur informally outside the classroom but assumes some degree of formality inside the classroom.

In this way, education can be hoped to become more effective because the children are not only getting explanation of the meaning and importance of mutual help or social living, but are truly being trained in putting it into practice.

In the IMPACT system, the peer group scheme, where one acts as a leader at various times, also serves to generate and develop leadership characteristics.

H. EDUCATION IS THE RESPONSIBILITY OF PARENTS, THE COMMUNITY AND THE GOVERNMENT

The 9th and 10th principles are explicit in the acronym IMPACT or PALONG. Instructional management or the delivery of education is by parents, the community and the teachers. In other words, teachers are not the only sources of education. They are not the only "educators".

Limited resources, financial and human, is a crucial problem among developing countries. This is made more critical by an every growing population. In the conventional system, the greater part of budgetary allocations is for the salary of teachers. As the school population grows, so does the number of teachers required, and therefore the expansion of the financial burden. Hence the acceptance of the responsibility for education by parents, the community, and the government is crucial.

In the conventional school system, the participation of the community is chiefly financial, the encouragement of more direct support for immediate needs. In the IMPACT system, community participation is more substantial and technical. Parents are encouraged to monitor their children's progress, and assist them through tutoring in their studies if they are capable; skilled persons in the community are enlisted to share their expertise directly with the children as occasions demand. IMPACT exerts an extra amount of effort to involve the parents and the community at large.

In general, the principle expects a more intensive and extensive utilization of the resources of the community toward the education of the children. In this way, the Primary School system realizes and develops community participation more fully. In turn this ensure dynamism and a positive incentive to learn.

I. THE TEACHER AS THE MANAGER OF THE LEARNING PROCESS

The teacher's duty is to direct and manage the learning process. Under the PAMONG system, the teacher will no longer do much direct "teaching". She will be expected to exercise a different role - that of managing all the resources of the school, all the sources of learning, and ensure that the child is benefited maximally - hence the designation "Instructional Supervisors".

The IMPACT I.S. assumes the role of "facilitator of learning". Everything that she does in the classroom is in pursuance of this role.

Prepared by:

DR. JOSE B. SOCRATES
Head, Research Division
INNOTECH

SEAMEO INNOTECH
PROJECT IMPACT
SURVEY OF COMMUNITY

This survey form which intends to gather data on the demographic characteristics of the human resources and the type of material resources available in a specific community, is suggested to be accomplished before IMPACT is formally launched. The instrument is designed so that it may keep record of at least 10 households.

Assure the informant that the data they supply will be held in STRICT CONFIDENCE, and that it will not be published except in the form of statistical summaries in which no reference to any individual person shall appear.

The purpose of this survey is to gather as much information about the community as possible-its resources, needs, and peculiar characteristics. The data obtained is for the use of the Community Learning Center (CLC) in making its educational program as relevant and as responsive to community conditions. Hence, the survey must attempt to get a complete picture, and not just a sampling.

Community: _____

District: _____

Region : _____

_____ Date Accomplished

SEAMEO INNOTECH
SAPANG PALAY PROJECT IMPACT
Bagong Buhay P Learning Center

SETTING UP THE COMMUNITY LEARNING CENTER

The term community learning center is being used in the field sites rather than "school." As component of the experiment, it is being developed and considered as the hub of Impact as a management system. All activities start at the Learning Center and pupils as well as adult members of the community look into the Learning Center as a source of learning materials, facilities, and equipments. It is essentially a service facility using a wide variety of instructional media including books and printed materials and non-book materials. The CLC must be a pleasant, comfortable and rich learning environment wherein organized activities lead the children to the acquisition of skills, abilities, attitudes and concepts for their maximum development. Its services and activities are not only confined in the building, nor among the materials and equipments contained therein but also extend beyond the structure. Community resources including persons, materials, and institutions contribute to meet the needs and interest of the learners, and in achieving the objectives of education. Although learning can take place in an ordinary classroom, a library and even in the homes, it can be much more effective in well planned and organized Learning Center.

IMPACT makes use of whatever facilities are available so it is difficult to describe the ideal set-up. However for best learning environment proper lighting, ventilation, temperature level and accessibility to the learners should be considered. The learners should be well planned to facilitate the learners traffic and efficient flow of materials, and services. Furniture, fixtures, and equipments be provided for.

This diagram shows the main CLC of Sapang Palay Project IMPACT

1. Office - It serves the same purpose as that of the Office of the conventional school. It is also the center for briefing visitors before they actually make their observation. They are informed of what they are to see and the social attitudes of the children they will meet. It's sad to tell you that our children are sometimes branded as lacking courtesy if visitors go directly to the learning places. It because very seldom can you see a class who will greet you when you enter the room. It was an advice from Innotech consultants that we would not oblige our children to greet all observers specially during the demonstration year. There was a time when we had 2 or more groups a day. Continuity of children's activities can easily be distracted so in fairness to their works they should be allowed to carry on their activities without distraction.

2. H.E. room

3. Music, Art, & P.E. room - A special teacher usually called itinerant teachers meet level IV - VI 1/2 day once a week in this room.

4. Three room building - Learning Center for Programmed Teaching Transition Learning and Peer Group Learning.

5. Multi-Purpose Building - Testing large or small groups - Non-formal education center, Display room. This is a resource center since it holds all the learning materials, facilities, and equipments. Book shelves for modules and supplementary readings, magazines and newspapers, display boards, globe, storage cabinet for modules. Because of the limited funds some of the materials are just borrowed by IS from available resources. Equipment in this building were acquired through Governor Santiago who promised P10,00 during the launching of Project IMPACT on January 13, 1977. Before the opening of classes that year the money was released and equipment for this learning center were purchased.

6. Units III & IV - Same as Units I & III

7. Learning Kiosks

We have eleven of them.

Concrete kiosks was constructed with MLGCD fund. One was donated by Dr. Felicita G. Bernardino who gave us ₱1,000.00 when she visited the site. The twelve regional directors nicely motivated by Dr. Bernardino donated P100.00 each. We were able then to collect ₱2,200.00. One of the directors jokingly said - "This must be a very expensive lunch." And so I said its a sacrificial lunch intended for a noble purpose. With this amount we were able to construct one kiosk with cement flooring and two others with no flooring. One was donated by an unknown donor and the others are founded by the LSD. Peer group learning is mostly done in these kiosks. On the first year of implementation of P.I. kiosks were all made of temporary materials. They last only for one year. So our Project Director thought of constructing more durable kiosks.

8. Health Center - This is funded by IDRC. It serves the community people as well as the children of this school. Miss Policarpio in-charge of the center is oftentimes invited as a resource.

9. Playground - a spacious place were children pland and have their P.E. activities.

10. Garden - Laboratory for Applied Skills

Whatever set - up of the Learning Center will depend upon the resource of the community.

PROJECT OPERATIONAL SCHEDULE

P H A S E S	Must Start	Must Finish
A. Develop Planning Documents	12-21-76	1-21-77
B. Meet with In-Country Authorities	9-16-76	1-1-77
C. Prepare Acceptance Strategies	12-21-76	1-14-77
D. Conduct Initial Acceptance Meetings	1-17-77	5-31-77
E. Organize Local Steering Committee	1-7-77	1-14-77
F. Select and Recruit Field Site Personnel	12-21-76	1-7-77
G. Adapt and Reproduce Modules to Local Needs if Necessary	1-3-77	5-31-77
H. Design Orientation Programme for Different Components	1-3-77	1-14-77
I. Conduct Orientation Programmes	1-21-77	2-22-77
J. Conduct Try-Out of the Experimental Programme	6-14-77	4-2-78
K. Revision of Procedures and Materials	7-1-77	5-31-78
L. Demonstrate the Experimental Programme	6-7-78	4-4-79
M. Final Evaluation and Reporting	2-23-79	5-31-79

SEABEDU INITIATIVE
 SAPANG PALAY PROJECT IMPACT
 BAGONG BUHAY E LEARNING CENTER
 San Jose del Monte, Bulacan

SCHEDULING

1979-1980

7:30 - 7:45	Flag Ceremony
7:45 - 8:00	Character Education
8:00 - 9:00	First Period
9:00 - 9:15	Break (Basic Skills)
9:15 - 10:15	Second Period
10:15 - 10:30	Break (Basic Skills)
10:30 - 11:30	Third Period
1:30 - 2:30	Fourth Period
2:30 - 2:45	Break (Basic Skills)
2:45 - 3:45	Fifth Period
3:45 - 4:45	Green Revolution, H.E. and/or Applied Skills

Programmed Teaching will occur during Periods (I-V) (1-5)

Transition learning for level 3 also will occur during Periods I-V
 (1 through 5).

Peer-group learning for levels 4-6 however, will be undertaken only
 three periods a day with one period given to programmed
 teaching/tutoring by the older students and one period to
 advanced module learning by more able students and reme-
 diation on core modules for the less able:

3 periods	Peer Group Learning
1 period	Programmed Teaching
1 period	Individual Pursuit
Individual Pursuit	Advanced Modules and Enrichment or Core Module Remediation
3 Breaks	Basic Skills Practice

In addition, there will be specialized learning by itinerant teachers
 1/2 day each week for levels 4-6.

Republika ng Pilipinas
 Ministri ng Edukasyon at Kultura
 Rehiyon III
 Panlalawigang Sangay ng mga Paaralan
 PUROK NG SAN JOSE DEL MONTE
 San Jose del Monte, Bulacan

PROJECT OPERATIONAL SCHEDULE FOR
 BAGONG BUHAY D LEARNING CENTER

P H A S E S	CAN START	MUST START	MUST FINISH
A. Prepare Acceptance Strategies	4-23-79	4-25-79	4-30-79
B. Conduct Initial Acceptance Meeting	5-1-79	5-2-79	6-11-79
C. Organize Local Steering Committee	6-13-79	6-15-79	6-22-79
D. Select and Recruit Field Site Personnel	4-16-79	4-23-79	4 -30-79
E. Design Orientation Programme for the Different Comp.	5-2-79	5-7-79	5-11-79
F. Conduct Orientation programmes	5-14-79	5-21-79	5-25-79
G. Reproduce the Modules and other Teaching Materials	6-1-79	6-11-79	2-28-79
H. Launch the Experimental Programme	6-13-79	6-20-79	6-24-79
I. Replicate the Experimental Programme	6-13-79	6-20-79	3-29-80
J. Final Evaluation and Reporting	3-6-80	3-20-80	5-31-80

Republika ng Pilipinas
Ministri ng Edukasyon at Kultura
Rehiyon III
Panlalawigang Sangay ng mga Paaralan
Purok ng San Jose del Monte
San Jose del Monte, Bulacan

GROUPING AND SCHEDULING

I. Grouping of Pupils

The IMPACT system makes use of vertical grouping of pupils from Levels 1 through 6. The change from the horizontal to the vertical grouping was one of the most difficult jobs we encountered in this new educational design. To the words of one our subject matter specialists **it** was just like cleaning a virgin forest not knowing where to begin and how. On the first year of implementation of Project IMPACT, we first enrolled our children in the conventional way. After enrolling all the pupils we divided each level by 12 and distributed them to the twelve Instructional Supervisors. At first there was so much confusion specially among the pupils of the lower grades. However, after two weeks there was an **indication** that the pupils were slowly getting used to the arrangement.

a. Family Grouping

Since IMPACT is non-graded, the usual categories of children by Grade Levels do not apply. Instead, the entire school population is divided into families of at least 40 to 50 multi-level pupils. One Instruction Supervisor may handle 2 to 4 families provided the entire group she manages does not exceed, 200 pupils. This vertical grouping of pupils is the basis for scheduling. A typical family make up may be as follows:

<u>Level</u>	<u>Number of Pupils</u>
VI	6
V	6
IV	7
III	9
II	10
I	10

All Instructional Supervisors at a Center meet together in setting up families. One criterion to be met by the family make-up is that **friends**, neighbors, brothers and sisters belong in the same family. This criterion is important because family members will want to feel responsible for each other, and friends and neighbors will have a greater feeling of responsibility. Another criterion is the mixing of sexes in each level, an important contributor to the socialization of children.

This latter criterion (heterogeneity) is necessary so that children of different ability levels can learn from each other. The difficulty with homogeneous grouping is that the slower pupils would fall farther and farther behind, lose their self respect and eventually drop out.

b. Peer Groups.

The majority of learning for levels 4-6 is in peer groups. Pupils at these levels spend three hours each day in peer-group learning.

Every family has three peer groups: one Level 6, one Level 5, and the third, Level 4.

c. Programmed Teaching Groups

These groups are made up of some 8 - 10 children of mixed sexes at each levels 1, 2, and 3. Naga has found it best to make them fairly homogeneous in ability by subject so that the teaching process can be accelerated for the more able and made less fast for the less able.

Regrouping is done fairly often on the basis of the developing abilities of the children.

Level 6 pupils teach the Level 1; Level 5 teach Level 3; and Level 4 teach Level 2.

d. Transition Learning Groups

The second half of Level 3 is used for transition learning during which time simple modules are used in a peer group learning format under the guidance of a level 5 pupil. Grouping should be heterogeneous as much as possible.

II. Scheduling

A typical schedule is broken into six periods and three breaks. For example:

PERIOD 1: 8:00 - 9:00	BREAK 1: 9:00 - 9:15
PERIOD 2: 9:15 - 10:15	BREAK 2: 10:15 - 10:30
PERIOD 3: 10:30 - 11:30	LUNCH : 11:30 - 1:30
PERIOD 4: 1:30 - 2:30	BREAK 3: 2:30 - 2:45
PERIOD 5: 2:45 - 3:45	
PERIOD 5: 3:45 - 4:45	

Green Revolution is schedule for Period 6

Programmed Teaching for Levels 1 - 3 will occur during Periods 1 through 5.

Transition Learning for Levels 3 also will occur during Periods 1 through 5

Peer-group Learning for Levels 4-6 however, will be undertaken for only three periods each day, with one period given to programmed teaching/tutoring by these older pupils and one period to advanced modules ~~learning by the more-able~~ pupils and to remediation on core modules for the less-able:

- 3 periods: Peer-group learning
- 1 period : As programmed teachers
- 1 period : Individual pursuits (Advanced Modules and Enrichment or Core Module Remediation)
- 3 breaks : Basic skills Practice

In addition, there will be specialized learning by itinerant teachers for 1/2 day each week for Levels 4-6.

One of the main provisos in scheduling is that the Level 4-6 peer groups participants in the same or similar activities at the same time. This rule is necessary so that the full peer group can be together for the three periods devoted solely to peer-group learning.

Levels 4-6 act as programmed teachers thus:

- Level 6 teaches Level 1
- Level 5 teaches Level 3
- Level 4 teaches Level 2

The schedule on page 4 illustrates how Programmed Teaching responsibilities are programmed across five families.

The schedule shows that all three peer groups in a family (Levels 4, 5 and 6) practice programmed teaching at the same time, and that different families are responsible for different periods during the day.

Absentees in Levels 4-6 can be the source of trouble because of the chance that there may not be enough of the older pupils to act as programmed teachers. Flexibility can be gained, however, by two means:

1) Having more upper level pupils in a peer group than there are programmed teaching classes, i.e.

	<u>Number in Family Peer-Groups</u>	<u>Number of Classes to be Taught</u>
Level 6	6	5
Level 5	6	5
Level 4	7	5

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Bagong Buhay F Learning Center
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LEARNING MODES AND TECHNIQUES

In keeping with the overall goal of the IMPACT Management System --- to produce fully integrated citizens who can actively participate in national development programs - the emphasis in the learning management system is providing the learner with learning-how-to learn skills, rather than pouring facts into him. Thus, most of the learning activities are pupil - directed with minimum assistance from the teacher.

1. Learning How to Learn Techniques

Considering that most of the learning activities in IMPACT are self-directed by the learner himself, every child who joins IMPACT for the first time or who progress from programmed teaching to transition learning, from transition learning to peer group learning, is first given guides to learning.

The beginning pupils who are in programmed teaching are given instructions on how to behave during the programmed teaching activities.

The elder pupils who are on transition learning and those who are on the peer group learning modules are given two forms of orientation.

a. The first one concerns their role as programmed teachers. At this stage, they are introduced to the different item programs with which the programmed teaching lessons are presented.

b. The second one concerns their role as learners. Those who are in transition learning go through Module 51 and the accompanying Leader's Book which orient them to the steps for transition learning. Those who are on peer group learning modules go through the Leader's Book for Module 173 which shows them the steps for peer group learning.

All pupils regardless of their levels have to be given orientation for their Practice Skill Activities, the performance modules for Applied Skills and Home Economics, and the group activities in Music, Art, Physical Education and Scouting which they perform with their itinerant teacher.

2. Programmed Teaching

This mode is used for Levels 1 to 3 pupils to enable them to attain basic literacy skills in the native language, in English and in Pilipino; and the numeracy skills.

Programmed teaching is programmed instruction where unqualified teachers" strictly follow a pre-arranged programme which does not only present what is to be taught but also how it is to be taught. This pre-arranged lesson is prepared by professional teachers whose role is that of the module writer.

(Note, that if all peer group members are present, there will be more programmed teachers than classes. The extras should be used to assist some of the slower children in programmed teaching classes.

- 2) Having all three peer groups from one family scheduled for programmed teaching at the same time. There can be some switching across grade levels (for example, Level 5 teaching Level 1) if necessary. Belonging to the same family can provide motivation for sharing responsibilities.

a) Programmed Teaching by Peer Groups

Five families provides an optimum setting for the scheduling of programmed teaching because it will permit the pupils in a given peer group to do programmed teaching at the same time. Thus, peer group learning will not be disrupted as would be the case should only one or two of the group be gone (for programmed teaching) while the rest continue in peer group learning.

The schedule on page 4 illustrates how a single peer group conducts Programmed Teaching for five families at the same time. (Note that five families grouped this way will allow for five periods of programmed teaching by peer groups from different families).

It would be well if the ISs were to join their families for this purpose. One IS could have only two families but have additional responsibilities related to monitoring the work of the Aide in the materials center. The other IS could have three families and limit her responsibilities solely to the children and have no administrative duties.

b) Peer-Group Learning

The joining of five families and the schedule for different families to be responsible for different programmed teaching periods (as suggested earlier) dictates that peer-group learning occur at different times depending on family membership. For example, while one group is Programmed Teaching, the other groups will be learning in peer groups. This staggered schedule has two decided advantages: (1) it will also tend to stagger the time when a peer group is ready for a post-test and (2) it will permit tutorial remediation during "individual pursuit" periods to occur at different times. Advantage No. 1 above will keep testing facilities from becoming overloaded, and advantage No. 2 will permit more equitable use of tutor time across families.

Therefore, in addition to scheduling peer group for programmed teaching, the IS will have to also develop schedules for peer group learning (3 periods) and individual pursuits (1 period). A suggested scheme for Levels 4 to 6:

F A M I L Y

PERIOD	A	B	C	D	E
1	PT	PG	PG	PG	IP
2	IP	PT	PG	PG	PG
3	PG	IP	PT	PG	PG
4	PG	PG	IP	PT	PG
5	PG	PG	PG	IP	PT
6	GR	GR	GR	GR	GR

PT = Programmed Teaching
 PG = Peer Group
 IP = Individual Pursuits
 GR = Green Revolution

c) Individual Pursuits

As indicated above, one period each day is to be given to what has been termed "individual pursuits". This is the hour during which the more-able pupils study enriched advanced modules (alone or in small groups). This is also the hour during which the less-able members of peer groups had been studying during the previous three periods. (Note in the suggested scheme above that IP always follows the three periods of PG).

IS will have to set up and maintain this type of schedule to insure that both kinds of learning occur during the one hour of individual pursuits. Most importantly, the IS should schedule herself or himself and tutors to assist the less-able group members during the individual pursuit period.

d) Skill Practice

The IS should schedule the 10-15 minutes skill practice (drill) sessions during the 15 minutes breaks between periods.

In programmed teaching, Level 6 children teach Level 1 children. Level 5 children teach Level 3 children; Level 4 children teach Level 2 children.

The steps for teaching the programmed lessons are outlined in the item programs which are taught to the programmed teachers during the Learning-How-To Learn stage. The directions to be given out by the programmed teachers are worded in the pupil's native language.

The programmed teachers are elder pupils who have already attained mastery of the basic literacy and numeracy skills. They handle a group of 8 to 12 pupils for one hour. The one hour period is divided into thirty minutes of programmed teaching following the item program, and another thirty minutes of remedial teaching for the slower member of the group. The faster learners are asked to help the slower learners during the second half of the period.

During the programmed teaching period, every learner carries his name card. At the start of the rounds program, every pupil raises his name card. As soon as he is able to give a correct response, he puts his name card down. In this way, the programmed teacher knows who among his group have not yet given a correct response and so he continues to ask them to give the response. This is a technique used to ensure that the slow learners are given more attention than the fast learners.

3. Transition Learning

Pupils who complete the programmed teaching modules graduate to transition learning modules. These modules are called transition in the following sense:

a. The directions for group learning in the modules are still given in the learners' native language.

b. The procedures for the learning activities are simplified steps in peer learning which prepare the learners for the real peer group learning activities in the later modules.

c. The pupils go through the group activities in the module with the assistance of an elder pupil.

A group of 4 to 6 pupils monitored by an elder pupil goes through transition learning activities for 3 hours each day. Then, each one spends one hour in individual pursuit and another hour for programmed teaching.

Here are the steps for group learning in the transition (Modules 51-172 and Applied Skills Modules 1 - 10)

a. The group signs a contract for one week from Monday to Friday.

b. The group gather at their own learning place or kiosk, with an elder pupil as their facilitator.

- c. The group choose a leader from among themselves to lead the discussion for the "Are You Ready" portion of the Module and for every lesson. Therefore, if there are four lessons in the module, five pupils take turns as leaders, starting with the "Are You Ready?" portion.
- d. The group go through the following basic steps:
 - 1. Oral reading of the information portion of the lesson by a member of the group.
 - 2. Oral reading and writing answers to the questions that follow the information phase by every member, including the leader.
 - 3. Reading the questions and discussing the feedback to the questions one after the other. The leader reads the question aloud and the members take turns in giving their answer.
 - 4. Scoring and correcting one's answers in his answer sheet. Every pupil must justify the answer that he gives.
- e. The leader refers any disagreement among the members on any feedback to the questions to the I.S.
- f. The leader puts a tally opposite his name in the Leader's Tally Sheet and passes the leadership on to the next member.
- g. The last leader collects all the answer sheets, submit them to the I.S., informs the I.S. that the group is ready for the post-test. Or this role maybe done by the elder pupil who act as facilitator in the group activities.

4. Peer Group Learning (Module 173 - 333)

Elder pupils who are on the second half of the basic path of the continuum use the peer group learning mode. Each group is composed of 5 to 6 members who are heterogeneous in ability but who are studying on the same core modules. Each member of the group takes turns in acting as group leader and in answering questions.

Each peer group spends no less than 3 hours each day for peer group learning. However, the slower learners are given an additional hour to complete their activities on the core module, while the fast learners spend this hour on the advanced modules. This period is referred to as the period for individual pursuit.

Here are the step for peer group learning:

- a. signing a weekly contract with the I.S.
- b. meeting at their Learning Place or kiosk for peer group learning activities;
- c. choosing the first leader to lead the discussion for the "Are You Ready" portion;

- d. silent reading of the information portion by every member, including the leader;
- e. writing the answer to the questions that follow the information portion;
- f. oral reading of the questions and discussing the feedback; correcting their own answer in their answer sheets and justifying their answer;
- g. making a tally opposite the leader's name in the Leader's Tally Sheet;
- h. passing the leadership to the next member at the end of the Are You Ready? portion and of every lesson;
- i. submitting the members' answer sheets to the I.S.
- j. informing the I.S. of the groups' readiness to take the module post-test.

These are the rules for peer group learning:

- a. The group should change leaders after each lesson.
- b. The group help those who can't pronounce or understand a word.
- c. The learners native language maybe used in the discussion whenever necessary.
- d. If the group have problems, they may ask the tutor or I.S. for help.
- e. The members take turns in answering questions.
- f. If a member disagrees with the feedback, he gives his reason and justifies his answer.
- g. The group must not look at the feedback until all questions are answered.
- h. The members must not accept anything just because it is in the module.
- i. The group may pause, review, and rest between lessons. They must finish the lesson before going home.
- j. They must write all their answer first before they discuss the questions.

5. Self-Instruction

Self-instruction is allowed to elder pupils who have attained literacy skills in the media of instruction under any of the following conditions:

- a. When the learner has been absent due to illness and wants to catch up with his group

- c. If the learner is an out-of-school youth who wishes to continue with his elementary education.
- d. For the fast learner who studies the advanced module while waiting for his peer group to finish the core module being studied by the group.

These are the steps for self-instruction:

- a. The learner gets his module from the I.S. aide.
- b. He studies in the Learning Kiosk or at home.
- c. He goes through the Are You Ready? portion and the different lessons in each module. At the end of the information/teaching phase of each portion or lesson, he answers the questions, using answer sheets.
- d. He compares his answer with the feedback given in the Leader's Book for the basic module or at the end of the module, for the advanced modules.
- e. If he has successfully answered all the exercises, he presents himself to the IS for the post-test; if he has not, he goes over the lesson or the entire module. He may ask the assistance of his peer or of a tutor, or of the I.S.

6. Basic Skill Practice:

Realizing the value of drill in the internalization of basic literacy and numeracy skills, three fifteen-minute periods are provided for in the daily schedule. Each period occurs at the end of one-hour period of programmed teaching/peer group learning.

The activity is usually done in a buddy system, although it may also be a small group activity.

The group is given a practice sheet which is reinforcement of a skill introduced and taught in a module that the group has already gone through and passed. These practice sheets are in math, spelling and vocabulary.

7. Skill Training by Community Resources

Certain modules direct the group of learners to contact a resource person in order to learn a skill or a concept from him.

As soon as the group is about to get to such module, they consult the Index Cards for Community Resources and identify the particular community resource.

Then they inform the I.S. of their need for the community resource, who in turn notifies the Field Coordinator.

The Field Coordinator contacts the community resource person for a more convenient time and arranges the meeting of the learners and the resource person. He informs the I.S. about it who in turn advises the pupils of the convenient time and place of the meeting.

As soon as the group is about to get to get such module, they consult the Index Cards for Community Resources and identify the particular community resource.

Then they inform the I.S. of their need for the community resource, who in turn notifies the Field Coordinator.

The Field Coordinator contacts the community resource person for a more convenient time and arranges the meeting of the learners and the resource person. He informs the I.S. about it who in turn advises the pupils of the convenient time and place of the meeting.

8. Itinerant Teaching

Physical education, scouting, arts and music are handled by itinerant teachers. These subjects are also integrated into one series of activities.

The itinerant teachers spend one-half day each week in one learning center or for a group of two to four families.

The first hour is spent on training the elder pupils on the new activity/lesson while the younger pupils may engage in large group mode activities like singing, playing, dancing, or marching.

The next-one-and a half hours is spent by the elder pupils in their respective families while the itinerant teacher gives an off-the-shoulder assistance.

Activities learned and project accomplished during these sessions are presented to the community, at least twice during the school year-the first during the Christmas Program, and the second during the end-of-year program.

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MANAGEMENT FORMS

For the purpose of record keeping, IMPACT system has adopted the following management forms:

a) FORM 1 - Attendance Record

The IMPACT system has the same attendance requirements as the conventional system. However, in extreme cases and whenever justified, IMPACT may waive the requirement of attendance for some time.

It is recommended that the regular school Form 1 be utilized but that it should be modified to include additional information.

The listing of names should be alphabetical, by family and by peer or programmed teaching group.

On the first page, after the names of the children, indicate sex, age, year level, and the names of their parents or guardians. Other items of information may be included at the discretion of the teacher.

For the upper level children, a record of the Programmed Teaching assignment is provided in this form. The source of this information is Form 4.

b) FORM 2 - INDIVIDUAL PROGRESS CHART

This is the Individual Progress Chart (refer to the form attached) for each child.

To be most useful and meaningful, it should be accomplished at least weekly by the I.S. using data to be provided by the I.S. Aide.

To minimize paper work, the numbers of the Peer Group or Programmed Teaching modules allocated per grade level are printed in sequence. The indicated numbers of modules completed may thus be compared with the numbers required for a grade level to estimate the progress of a child.

Since each grade level has a different set of modules, there are specific forms to be used for each grade.

The accomplished form should be filed alphabetically by family and by peer or programmed teaching group. It may be helpful if families and groups are assigned appropriate names for identification purposes.

c) FORM 3 - TEACHERS DAILY LOG

The change in the role of the professional teacher from direct teaching in a conventional classroom to that of a manager of the learning process in the IMPACT system necessitates that she has already access to various types of information which she herself puts on record.

There are many ways by which she can accomplish this. The use of Form 3 is suggested.

An ordinary notebook will do to last for one school year. In view of the range of information which need to be recorded, it will be convenient if all the information is contained in one page.

Information should be recorded daily.

Under Column 5, information includes names of agencies, institutions and services as well as persons.

Column 7 refers to the name of the particular Peer Group for whom assistance was directly given.

In the absence of a notebook of convenient size, the information can be placed in separate forms.

d) FORM 4 - PROGRAMMED TEACHING ASSIGNMENT

This form is a daily record of the assignment of Programmed Teachers. It is a source of the same information to be indicated in the permanent record on Form 1.

If no printed form is available, it can be copied in a convenient part of the chalkboard.

The form may be accomplished by the Aide, or the Programmed Teacher himself.

Under the column "Programmed Teaching Group", the numbers 1, 2, 3, 4, and 5 should be replaced with the names of each Programmed Teaching Group under one Instructional Supervisor, e.g. Camis. Add as many columns as there are groups.

An X in the cell under a Programmed Teaching Group will indicate that the Programmed Teacher concerned was assigned on the specified date for the indicated lesson.

e) FORM 5 - LEARNING CONTRACT

The need to sign a contract for a set of modules taken out by a peer group is aimed at instilling responsibility and seriousness in one's study. It also allows a group to study outside of school hours and to assist peer group members who have been absent.

The form for this may be in loose sheets or in a notebook. The latter is preferred is the one illustrated.

If a notebook is used, the Aide may allot several sheets to each peer group to be used throughout the year.

In the column for "Date Actually Returned", the Aide should indicated the exact date and his initial.

f) FORM 6 - INDIVIDUAL PROGRESS REPORT

The Individual Progress Report for IMPACT, unlike the report card for the conventional system, is issued monthly in order to make more frequent reports of pupil growth to parents. This is in accordance with the IMPACT concept of getting the maximum involvement of parents in the education of their children.

For the non-modularized subjects, the rating system used in conventional schools will be utilized.

At the back of Form 6, the I.S. is to indicate in the space provided her overall evaluation of the rate of progress of the child. She should solicit the cooperation and assistance of the parents in effecting remedial measures called for.

In the columns for Required and Completed, indicate the serial numbers of the modules. This information will be more useful and meaningful than the information on just the number of modules.

g) FORM 7 - END OF THE YEAR REPORT

This form summarizes the promotion of pupils all through the levels at the end of the school year.

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INDIVIDUAL PROGRESS CHART

19 ____ - 19 ____

NAME OF PUPIL: _____ LEVEL: I

FAMILY: _____ I.S. _____

MODULE NUMBERS	LESSON NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN	REMARKS
1	1 - 15			
	16 - 21			
2	22 - 28			
	29 - 35			
	36 - 43			
3	44 - 50			
	51 - 57			
	58 - 65			
4	66 - 73			
	74 - 79			
	80 - 87			
5	88 - 95			
	96 - 102			
	103 - 110			
6	111 - 118			
	119 - 126			
	127 - 133			
7	134 - 141			
	142 - 149			
	149 - 155			
8	156 - 163			
	164 - 171			
	172 - 178			
9	179 - 186			
	187 - 194			
	195 - 202			
10	203 - 211			
	212 - 220			
	221 - 227			

MODULE NUMBERS	LESSON NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN	REMARKS
11	228-235			
	236-243			
	244-252			
12	253-260			
	261-269			
	270-276			
13	277-284			
	285-292			
	293-300			
14	301-308			
	309-316			
	317-323			
15	324-331			
	332-338			
	339-347			
16	348-355			
	356-362			
	363-370			
17	371-379			
	380-386			
	387-394			
18	395-401			
	402-409			
	410-416			

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INDIVIDUAL PROGRESS CHART.

NAME OF PUPIL: _____ LEVEL: II

FAMILY: _____ I.S. _____

MODULE NUMBERS	LESSON NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN	REMARKS
19	417-423			
	424-431			
	432-438			
20	439-445			
	446-452			
	453-459			
21	460-466			
	467-473			
	474-480			
22	481-491			
	492-500			
23	501-510			
	511-521			
24	522-532			
	533-542			
25	543-554			
	555-563			
26	564-573			
	574-584			
27	585-595			
	596-606			
28	607-617			
	618-627			
29	628-637			
	638-647			
30	648-657			
	658-668			
31	669-678			
	679-688			

MODULE NUMBERS	MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN	REMARKS
32	689-697			
	698-707			
33	708-717			
	718-727			
34	728-737			
	738-747			
35	748-757			
	758-766			
36	767-775			
	776-785			
37	786-795			
	796-806			
38	807-816			
	817-827			
39	828-837			
	838-846			

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INDIVIDUAL PROGRESS CHART

NAME OF PUPIL: _____ LEVEL: III

FAMILY: _____ I.S. _____

MODULE NUMBERS	LESSON NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN	REMARKS
40	847-856			
	857-866			
41	867-876			
	877-886			
42	887-897			
	898-907			
43	908-917			
	918-926			
44	927-935			
	936-945			
45	946-956			
	957-966			
46	967-977			
	978-987			
47	988-996			
	997-1007			
48	1008-1017			
	1018-1027			
49	1028-1038			
	1039-1048			
50	1049-1058			
	1059-1067			

LEVEL: III (2nd Semester)

MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN	MOD. NOS.	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN
<u>B A S I C M O D U L E S</u>					
51			71		
52			72		
53			73		
54			74		
55			75		
56			76		
57			77		
58			78		
59			79		
60			80		
61			81		
62			82		
63			83		
64			84		
65			85		
66			86		
67			87		
68			88		
69			89		
70			90		
<u>A D V A N C E D M O D U L E S</u>					
51-A			71-C		
52-A			71-D		
53-A			80-A		
54-A			85-A		
59-A			89-A		
60-A			90-A		
71-A			90-B		
71-B					

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INDIVIDUAL PROGRESS CHART

NAME OF PUPIL: _____ LEVELS IV

FAMILY: _____ I.S.: _____

MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN	MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN
91			120		
92			121		
93			122		
94			123		
95			124		
96			125		
97			126		
98			127		
99			128		
100			129		
101			130		
102			131		
103			132		
104			133		
105			134		
106			135		
107			136		
108			137		
109			138		
110			139		
111			140		
112			141		
113			142		
114			143		
115			144		
116			145		
117			146		
118			147		
119			148		

MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN	MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN
150			162		
151			163		
152			164		
153			165		
154			166		
155			167		
156			168		
157			169		
158			170		
159			171		
160			172		
161					

ADVANCED MODULES

KASAMAYAN SA TAGGAM.

122-A			1		
124-A			2		
126-A			3		
127-A			4		
128-A			5		
129-A			6		
131-A			7		
131-B			8		
131-C			9		
133-A			10		
139-A					
136-A					
143-A					
151-A					
159-A					

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INDIVIDUAL PROGRESS CHART

NAME OF PUPIL: _____ LEVEL: V

FAMILY: _____ I.S. : _____

MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN	MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN
173			206		
174			207		
175			208		
176			209		
177			210		
178			211		
179			212		
180			213		
181			214		
182			215		
183			216		
184			217		
185			218		
186			219		
187			220		
188			221		
189			222		
190			223		
191			224		
192			225		
193			226		
194			227		
195			228		
196			229		
197			230		
198			231		
199			232		
200			233		
201			234		
202			235		
203			236		
204			237		
205			238		

MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN	MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN
239			248		
240			249		
241			250		
242			251		
243			252		
244			253		
245			254		
246			255		
247			256		

ADVANCED MODULES

174-A			241-A		
175-A			241-B		
180-A			244-A		
185-A			245-A		
191-A			245-B		
193-A			248-A		
209-A			253-A		
214-A			254-A		
218-A			255-A		
233-A					

KASANAYAN SA PAGGAWA

SINING PANTAHANAN

11			1		
12			2		
13			3		
14-A			4		
14-B			5		
14-C			6		
15			7		
16			8		
17			9		
18			10		
19			11		
20			12		

Republika ng Pilipinas
 Ministri ng Edukasyon at Kultura
 Rehiyon III
 Panlalawingang Sangay ng mga Paaralan
 Purok ng San Jose del Monte
 PAARALANG ELEMENTARYA NG BAGONG BUHAY
 San Jose del Monte, Bulacan

NAME OF PUPIL: _____ LEVEL: VI

FAMILY: _____ I.S. : _____

MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN	MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN
257			291		
258			292		
259			293		
260			294		
261			295		
262			296		
263			297		
264			298		
265			299		
266			300		
267			301		
268			302		
269			303		
270			304		
271			305		
272			306		
273			307		
274			308		
275			309		
276			310		
277			311		
278			312		
279			313		
280			314		
281			315		
282			316		
283			317		
284			318		
285			319		
286			320		
287			321		
288			322		
289			323		
290			324		

MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN	MODULE NUMBERS	DATE POST-TEST PASSED	NO. OF TIMES POST-TEST WAS TAKEN
325			330		
326			331		
327			332		
328			333		
329					

ADVANCED MODULES

258-A			306-B		
261-A			313-A		
261-B			320-A		
261-C			321-A		
266-A			322-A		
266-B			325-A		
275-A			326-A		
276-A			328-A		
278-A			329-A		
282-A			330-A		
285-A			331-A		
291-A			331-B		
293-A			332-A		
305-A					

KASANAYAN SA PAGGAWA

SINING PANTAHANAN

21			13		
22			14		
23			15		
24			16		
25			17		
26			18		
27			19		
28			20		
29			21		
30			22		
			23		
			24		

Republika ng Pilipinas
Ministri ng Edukasyon at Kultura
Rehiyon III
Panlalawigang Sangay ng mga Paaralan
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PAARALANG ELEMENTARYA NG BAGONG BUHAY
San Jose del Monte, Bulacan

ULAT TUNGKOL SA PAG-UNLAD

PANGALAN: _____ GULANG: _____ KASARIAN: _____

TAONG PANURUAN: _____ ANTAS: _____

I.S.: _____ PAMILYA: _____

MGA BUWAN	BASIC MODULES		ADVANCED MODULES		SA PAGGAWA		S. PANTAHANAN	
	BILANG NA KAILANGANG MATAPOS	NATAPOS						
HUNYO								
HULYO								
AGOSTO								
SETYEMBRE								
OKTUBRE								
NOBYEMBRE								
DISYEMBRE								
ENERO								
PEBRERO								
MARSO								

MGA MARKA PARA SA MGA ASIGNATURANG HINDI NAKAMODYUL

MGA ASIGNATURA	UNANG MARKAHAN	IKALAWANG MARKAHAN	IKATLONG MARKAHAN	IKAAPAT NA MARKAHAN
MUSIKA				
SINING				
YCAP				
ISKAUTING				

Ang mag-aaral ay maaari nang tanggapin sa Antas _____.

Instructional Supervisor

Inst. Systems Coordinator

PROJECT IMPACT

LEADER'S RECORD

FAMILY _____
 LEVEL _____

MONTH _____, 19 _____
 BAGONG BUHAY _____ LEARNING CENTER

N A M E S	D A T E S											
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												

NOTE: 1. Using a ballpen, put a tally in the proper column after your name every time you finish your turn as leader.
 2. Using a pencil, write a in the proper column after the name of a member who is absent.

ORIENTATION ON THE USES OF MODULES
AND ACCOMPANYING MATERIALS

Learning in Project IMPACT is modular. A module is a short set of learning activities designed for the achievement of specific objectives. Each module is a "building block" in the over-all sequence of elementary education. Modules are not necessarily self-instructional packages. They can take many forms such as:

- self-instruction
- tutorials
- small group activities
- skill learning from community resource persons
- radio or cassette instruction
- games
- peer learning (for example, a "buddy system" whereby two children learn together)
- programmed teaching in which an "unqualified" volunteer is "programmed" to give instruction to small groups
- And whatever the ingenuity and creativeness of IMPACT staff can develop

The most important characteristics of IMPACT modules is that they can provide for effective and enjoyable learning in the absence of a qualified classroom teacher. It is the qualified teacher who is being upgraded to the role of instructional supervisor to manage the variety of IMPACT learning activities.

The IMPACT modules are categorized into Basic Module and Advanced Module. The basic modules consist of learning activities that provide the learner with literacy and numeracy skills, and with the basic knowledge and attitudes that go to making him a functional member of the community. The advanced modules consist of learning activities intended to provide the learner with knowledge, skills and attitudes that will enable him to pursue secondary education.

The basic modules are composed of Programmed Teaching Module (PTM), Transition Module (Tr.M.), Peer Group Learning Module, Applied Skills Module, and Home Economics Module. These modules are distributed by level as follows:

Level	Module No.	Total No. of Modules	Kinds of Modules
I	1 - 18	18	PTM
II	19 - 39	21	PTM
III(1st Sem.)	40 - 50	11	PTM
(2nd Sem.)	51 - 90	40	Tr. M.
IV	91 - 172	82	PGL
V	173 - 256	84	PGL
VI	257 - 333	77	PGL
		<u>333</u>	
		Sub-Total	333

V	-	-	-	-	-	1	-	11	-	-	-	11	-	-	-	-	H.E.
VI	-	-	-	-	-	12	-	24	-	-	-	<u>18</u>	-	-	-	-	H. E.
Sub-Total 24																	

IV	-	-	-	-	-	1	-	10	-	-	-	10	-	-	-	-	-A.S.
	-	-	-	-	-	11	-	19	-	-	-	9	-	-	-	-	-A.S.
VI	-	-	-	-	-	20	-	30	-	-	-	<u>11</u>	-	-	-	-	-A.S.
Sub-Total 30																	

There are 76 advanced modules which are distributed by level as follows:

15	for level III
15	for level IV
19	for level V
<u>27</u>	for level VI
76	total

Aside from the modules the learners are also provided with manuals for Home Economics and Applied Skills plus readers for radio/taped lessons. These are distributed as follows:

Manuals

Manwal sa Pagluluto (Cooking Manual) - - - for Level V
 Manwal sa Pananahi (Sewing Manual) - - - - for Level VI
 Manwal sa Agrikulturang Pang-elementarya - for Levels IV-V
 V (Elem. Agric. Manual)
 Manwal sa Sining Pang-industriya - - - - - for Level VI
 (Industrial Arts Manual)

Readers

Mathematics Booklet for
 Module 1 - 12 - - - - - for Level I
 English and Mathematics
 Booklet 1 (for Modules 13-18) - for Level I
 English and Mathematics
 Booklet 2 (for Modules 19-39) - for Level II
 English and Mathematics
 Booklet 3 (for Modules 40-50) - for Level III
 Unang Aklat sa Pilipino
 (Para sa Modyul 9-18) - - - - for Level I
 Ikalawang Aklat sa Pilipino
 (Para sa Modyul 19-39) - - - for Level II
 Ikatlong Aklat sa Pilipino
 (Para sa Modyul 40-50) - - - for Level III

Programmed Teaching Modules

Modules I to 50 are Programmed Teaching Modules for Level I up to the first semester of level III. These modules are used only by Programmed Teachers (PT's). Each of these modules has 20 to 22 lessons and accompanied by worksheets as needed.

Lessons 1 and 2 in Module I are for orientation. The 18 will be the one

act as PT in teaching these lessons. The things that the IS will do are indicated in the lessons. The PT will take over in programmed teaching starting Lesson 3.

A lesson in the PTM has the following basic format:

- A. Lesson Program
- B. Item Program
- C. Content
- D. Preparation
- E. Steps
- F. Items
- G. Feedback

The LESSON PROGRAM specifies the order in which the items, usually no more than 15, are presented, the order in which they are presented, how many times each item is presented, the order in which members of a group of learners are called, and the "stop criterion" or the conditions which the learners must satisfactorily meet to complete a lesson.

The ITEM PROGRAM specifies the way the item is presented, what the pupil is required to do, and what the programmed teacher does either when the pupil achieves what he is expected to do or when the pupil fails to achieve what he is expected to do.

An effective procedure for teaching a simple item involves 3 steps:

1. Teacher presents the task (such as to read a sentence or follow instructions.)
2. (Learner responds and is praised if his response is correct). Otherwise the pupil is taught the correct response by demonstration.
3. Pupil performs the task acceptably by himself.

The CONTENT presents the concepts to be learned or the skills to be developed in a particular lesson.

The PREPARATION portion of the module indicates what the programmed teacher should do to prepare herself to handle her group.

The STEPS indicate the procedure to be followed in presenting the lesson. The steps are based on the kind of item program being used.

The ITEMS are the structures or parts of the body of information to be taught. An item is a single, usually small unit of concept, e.g., a simple task, an application of skill, an example of a concept, or a sequence of steps.

The FEEDBACK provides the programmed teacher with the responses expected from the learners- either verbal or motor, or both.

Peer Group Learning Modules

The transition modules for level III as well as the basic modules for levels IV to VI are for Peer Group Learning. These are accompanied by Leader's Book and Post- Test.

The Leader's Book is a guide used only by the leader of the peer group. It contains general and specific directions for the leader to follow in leading the group in studying the module and in group discussion. It also contains feedback for the leader to compare the answer given by the member of the group. A glossary of new words is also included in the Leader's Book when such are used in the module.

Since Module 51 is the beginning module for Peer Group Learning, its corresponding Leader's Book contains the details of what the leader will do in leading the group discussion. The rest of the leader's books, however, do not have similar details. Module 51 is introduced to the pupils with the IS acting as the first group leader for Lesson 1. Then, in Lesson 2, the IS will relinquish the leadership to one of the pupils in the peer group. From then on the pupils will take turn in leading the group discussion and the IS will resume her role in leading the group discussion and the IS will resume her role in monitoring the different group under her charge.

Except for the performance modules, all Home Economics and Applied Skills modules are also accompanied by leader's books and post-tests. For the performance modules, checklists are provided. The checklist is used by the IS or anyone whom the pupil will approach to check his/her project.

The basic modules for Peer Group Learning have the following parts:

- A. Introduction
- B. Are you Ready? (Pre-test)
- C. How to get Get Ready
- D. Lesson (learning phase)
- E. Formative tests
- F. Summary

Advanced Module

The Advanced Module is used as a supplement to the basic module. Module 51-A, for example, is an advanced module or supplementary to basic module 51. The advanced module contains enrichment materials based from the basic modules. Since it is intended for self-instruction, the advanced module is not accompanied by a leader's book. The directions/reminders and the feedback are in the module for self-reference of the pupil. A post-test is also provided each advanced module.

Instructional Devices

Instructional aids and devices are indis

Instructional aids and devices are indispensable in the IMPACT system or instruction. The IS will discover that plenty of devices are needed to carry out programmed teaching effectively. The needed materials for instruction in programmed teaching are indicated under PREPARATION in every lesson of the PTM. These materials should be made ready and within easy reach of the PT.

There are also plenty of teaching aids and devices needed by the pupils in Peer Group Learning. The pupils will be looking for these materials from the IS, Tutor or from the Learning Resource Room when directed to do so the module. These things should be made available to the pupils or the IS or Tutor should always be ready to instruct the pupils where these materials can be obtained.

It is difficult to prepare all the necessary teaching aids and devices. The preparation of these materials is under the charge of the production staff. But Sapang Palay IMPACT does not have enough personnel in the production center. We have only three subject specialists and a handful of volunteer teachers doing clerical work like mimeographing, collating, and binding during their vacant periods. To be able to produce the needed teaching materials, we sought the help of our resourceful and ingenious IS's. When you try out IMPACT and you do not have enough personnel in the production staff, I'm sure you'll find IS's who are perhaps more creative and resourceful than we have in Sapang Palay to help you produce the needed materials.

ROLE AND ROLE EXPECTATIONS

Project IMPACT'S learning management model has five sequenced steps, namely: identifying the expected outcome of learning, preassessing the learner's capacity to learn a specific task, selecting strategies, activities and materials for the learning modules; managing and organizing learning, and evaluating the learner's progress. Thus the expectations of the different roles in the management system are identified in the context of the steps of the model.

A. Instructional Supervisor:

1. Identifying the expected outcomes of learning:
 - a. to help the learner identify the specific learning objective for each learning task;
 - b. to emphasize to the learner the importance of the objectives in leading them through a series of learning activities;
 - c. to ensure that the learners follow the sequence in the basic path.
2. Preassessing the learner's capacity to learn a specific task:
 - a. to administer the pre-tests whose results will serve as basis for the grouping of pupils for a particular learning level;
 - b. to group pupils by learning level on the basis of the results of the pre-tests;
 - c. to assist the learners in the necessary remedial activity to attain the needed entry behavior.
3. Selecting strategies, activities and materials for the learning modules:
 - a. to provide the module writers with a comprehensive list of community resources, both human, institutional and material, which could be used for specific learning tasks;
 - b. to offer suggestions to the module writers on other appropriate strategies and techniques for the revision of modules.
4. Managing and organizing learning:
 - a. grouping pupils:

- (1) to organize learning groups for programmed teaching, transition learning, and peer group learning on the basis of the children's rate of progress, their closeness to each other, and on the proportion of the sexes;
- (2) to organize these small groups into families in order to provide each member with a feeling that he belongs and that he can go to the older members of his group for assistance.

b. scheduling learning activities:

- (1) to schedule learning activities throughout the day;
- (2) to make sure that the schedule is followed, with a degree of flexibility on the basis of needs;
- (3) to adjust the daily schedule for the one-half day visit per week of the itinerant teacher;
- (4) to adjust peer group schedules so that community resource learning can take place.

c. keeping track of the pupils' absences:

- (1) to take note of pupils who make excessive absences in order to provide such pupils with necessary assistance to speed up their progress;
- (2) to encourage peer group members to follow up the absences of other members;
- (3) to inform the Instructional Systems Coordinator of pupils making excessive absences.

d. attending to the needs for instructional materials and facilities:

- (1) to ensure that the IS Aide has made the necessary learning places available to the pupils whenever needed;
- (2) to inform the Instructional Systems Coordinator of the needs for equipment, repair and maintenance and for facilities and materials;
- (3) to make the necessary suggestions to the IS Aide for needed improvements of the arrangement of materials and facilities at the Learning Resource Center;

e. monitoring learning activities:

- (1) to visit each learning group at least five minutes each hour to observe and help;
- (2) to ensure that the programmed teachers follow the item program specified for the lesson;
- (3) to ensure that the elder pupils follow the procedures for transition learning of peer group learning;
- (4) to give positive reinforcement to pupils, programmed teachers, transition learners, and peer group learners, while correcting their weaknesses and deficiencies;
- (5) to ensure that the group and individual contacts for elder pupils are appropriate to the learners' abilities;
- (6) to check the Learning Contracts (Form 5) made by the peer groups and fill up the Individual Progress Chart (Form 2) with the necessary data.
- (7) to provide incentives for the successful completion of the contracts;
- (8) to provide immediate feedback to the Instructional Systems Coordinator on problems in the pupils' learning activities;
- (9) to ensure that the 15-minute practice period at the end of each one-hour period, is followed.

5. Evaluating the learners' progress:

- a. to observe pupils' difficulties in their learning modules;
- b. to verify pupils' readiness to take the module post test, before the administration of such post tests;
- c. to supervise the testing activities to ensure independence of individual results;
- d. to analyze the post test results in order to determine if each pupil has achieved the mastery learning continuum;
- e. to inform the pupils and the parents of the results of the post tests through the PASS SLIPS:

- f. to assign older pupils to tutorial activities, or to undertake the tutorial activity himself on the basis of the seriousness of the pupils' weaknesses;
- g. to assign programmed teachers to assist particular pupils in their groups;
- h. to conduct item analysis of block tests in order to determine the nature and extent of remediation activities;
- i. to review the pupil's Individual Progress Chart to identify pupils who are falling behind their contracts;
- j. to regroup pupils on the basis of their progress;
- k. to assign appropriate activities for the more and the lessable pupils during the "individual pursuit" period.

B. Instructional Supervisor's Aide:

1. Managing and organizing learning:

- a. to ready all materials needed by pupils in programmed teaching and peer group learning, and to issue them out to the pupils;
- b. to keep record of pupils' attendance and to inform the IS of pupils who are absent;
- c. to assign learning places for programmed teaching and peer group learning;
- d. to keep records of instructional materials, facilities and equipment delivered to the Learning Centers and to keep them within easy access of pupils;
- e. to inform the IS of inadequacy of supplies and facilities at the Learning Resource Center;
- f. to maintain records of pupils' group and individual contracts and to inform the IS of pupils falling behind schedule;
- g. to maintain records of tutors' attendance.

2. Evaluating the learners' progress:

- a. to issue and monitor module post tests;
- b. to score post tests;
- c. to inform the IS of the results of the post tests;
- d. to fill out the PASS SLIPS which inform the pupils and the parents of the children's successful attainment of the criterion for mastery learning for a given module;
- e. to maintain records of group and individual contracts.

C. Tutors

1. Managing and organizing learning:

- a. to maintain scheduled attendance at the CLC;
- b. to follow up post test results, assisting the pupils who failed to meet the criterion for mastery learning;
- c. whenever possible, to assist those doing self-instruction at home;
- d. to assist in tutoring transition learners whenever assigned by the IS;
- e. to follow the tutorial guides for each module;
- f. to practice positive reinforcement with the tutee.

2. Evaluating the learners' progress:

- a. to attend to tutorial assignments regularly;
- b. to tutor Levels 4 to 6 pupils on the basis of post test results;
- c. to assist the slow learners in the peer group during the "individual pursuit" period.

D. Programmed Teachers (Levels 4 - 6 pupils).

1. Managing and organizing learning:

- a. to attend to their programmed teaching assignments regularly;

- b. to check out materials for programmed teaching from the IS Aide and to return them after use;
- c. to conduct programmed teaching in the assigned learning kiosk or place;
- d. to conduct programmed teaching according to the specified item program;
- e. to make a report of the group's progress during the period to the next programmed teacher;
- f. to inform the IS of any difficulties of the learners;
- g. to inform the IS Aide and the IS of any missing material in the list or of any equipment that needs repair;
- h. to inform the IS of the group's readiness for the module post test;
- i. to practice positive reinforcement with the pupils taught.

2. Evaluating the learners progress:

- a. to single out the slow learners in the group;
- b. to provide them with remedial instruction during the second half of the one-hour period;

E. Itinerant Teachers:

1. Managing and organizing learning:

- a. to conduct itinerant teaching activities for each Learning Center for one-half day each week;
- b. to train the elder pupils in group activities in physical education, arts, music, and scouting;
- c. to supervise the elder pupils who train the younger members in the family;
- d. to initiate community programs intended to present the pupils' works in arts, music, and scouting to the parents, at least twice during the school year.

2. Preparing the learning guides on the basis of the expectations in the management and organization of learning.

F. Levels 1 to 3 pupils:

1. to be responsible for the cleanliness of their respective learning kiosks or places;
2. to report for programmed teaching activities as scheduled;
3. to inform the IS if their programmed teacher is not present on the scheduled period;
4. to show respect to their programmed teachers;
5. to help each other in their learning tasks.

G. Levels 4 to 6 pupils:

1. to take turns as leader during peer group learning;
2. to help each other in the peer group to prepare for the module post tests;
3. to approach the IS for assistance whenever the peer group stumbles upon a learning problem;
4. to utilize the "individual pursuit" period for remediation activities on the core modules or on the advanced modules, if the core module has been successfully completed;
5. to go to a tutor's home in the neighborhood whenever assistance is needed;
6. to use the testing room for the post tests;
7. to assist the IS Aide in recording their individual progress;
8. to seek out a community resource person's assistance whenever indicated in the module through the Instructional Supervisor;
9. to be responsible for the cleanliness of their learning places.

H. The Community Resource Persons:

1. to serve as a learning resource for elder pupils needing their expertise or skill, at their most convenient time.

I. The Local Steering Committees:

1. to serve as the liason between the CLC and the community to ensure more efficient community participation;
2. to initiate the repair and maintenance of the physical plant at the CLC;
3. to provide leadership in the participation of community members with specialized skills in assisting the pupils' learning activities.

J. The Instructional Coordinator:

1. to provide initial training for elder pupils in the different item programs for programmed teaching and to provide an ongoing supervision for programmed teachers;
2. to assist the IS's in the training of the elder pupils in the procedures for transition learning peer group learning and self-instruction;
3. to practice positive reinforcement with programmed teachers, peer learners, transition learners, Aides, and IS8s;
4. to review records of pupils contracts and completions as basis for the supervisory discussions with IS's;
5. to assist the IS's in the preparation of schedule of daily activities;
6. to assist the Project Director in her administrative functions, whenever necessary.

K. The Field Coordinator:

1. to assume command responsibility for the implementation of the learning management system in the CLC's assigned to him;
2. to ensure a sufficient supply of learning materials, tools, and facilities with Learning Resource Centers and a speedy repair and maintenance of equipment;
3. to train the secondary students, community members, and parents as tutors;
4. to identify the community resource persons and to arrange for their meeting with the transition or peer group learners in connection with a learning task;

5. to practice positive reinforcement with IS's Aides, tutors, programmed teachers, pupils, community resource persons, and the members of the Local Steering Committees;
6. to establish and maintain itinerant teaching schedules in each CLC;
7. to notify the production unit of any materials needed at the Learning Centers;
8. to contact parents of pupils who have incurred absences beyond the dates specified in the leave-of-absence form;
9. to monitor and evaluate IS behavior on the basis of the management model;
10. to train new IS's and provide on-going training;
11. to inform the Local Steering Committee of the needed Learning Kiosks to be built or facilities to be repaired;
12. to establish a system of routine and records to facilitate Learning Center functions;
13. to carry on the on-going parent education meetings at regular intervals;
14. to provide leadership in the community survey for volunteer community resources;
15. to assist the IS's in the preparation of schedules for the learning activities of different families;
16. to represent the Project Director in the CLC's assigned to him;
17. to prepare the Administrative/Supervisory Plan for the year.

NOTE: In Sapang Palay, the functions of the Field Coordinator are undertaken by the Instructional Systems Coordinator.

ROLE AND ROLE EXPECTATIONS

Project IMPACT, an acronym for instructional management by parents, community, and teachers' has different components, each playing an important role effectively to make IMPACT successful. The different components of Project IMPACT are the following:

1. Instructional Supervisors (Professional Teachers)
2. Instructional Aides (from the community)
3. Instructional Systems Coordinator
4. District Office
5. Levels IV- VI pupils
6. Tutors.
7. Community members and parents
8. Project Staff, etc.

The most important components of Project IMPACT is the instructional supervisor, who monitors or manages the activities of all the pupils under her/him. The teacher who is the lecturer and entertainer in the classroom and who at the same time enjoys dictatorial powers over his pupils in the traditional setting, becomes a source of inspiration and an expert guide or diagnostician, a tutor, and a special resource person to his pupils in relation to their learning experiences and problems. Rather than work with the whole class on one task, he works with his pupils as individuals who progress through the learning continuum at their own rate. He assists his pupils progress from one learning task to another at their own rate with his guidance and inspiration. His expertise does not consist of his being a master of teaching strategies but of his being better acquainted with each pupils as a person and as a learner. The duties of an Instructional Supervisor are innumerable. Some of these are listed below regarding the different phases of instruction.

On Attendance

1. Emphasize the value of attendance at every opportunity to pupils and parents.
2. Give positive reinforcement.
3. Emphasize the importance of group contracting in which all members of a peer group should complete so that the group as a whole can benefit.
4. Request peer group members to encourage absentees to return.

5. Give positive reinforcement to returned absentees.
6. Report extended absences to the District Office.

Instructional Aide

1. Maintain attendance record.
2. Inform I.S. on extended absences.

District Office/I.S.C.

1. Obtain attendance records from Centers.
2. Contact parents of pupils with too frequent or extended absences.

Tutors

1. Emphasize importance of attendance at home and with tutors,

Community and Parents

1. Send children to center regularly.
2. Inform center when children must be absent and when they will return.

On Scheduling

1. Establish schedule with the District Office.
2. Set up a means (bell, etc.) so all children will know start of breaks and start of periods.
3. Make sure that various groups are participating in the scheduled activity in the right periods (perhaps carry a schedule sheet until well known).
4. Determine appropriate activities for the more and less able children during the individual pursuit period.

Other Roles

Aide

1. Keep schedules posted.
2. Notify I.S. of any pupil/group not following schedule.

District Office/I.S.C.

1. Establish schedules with I.S.

1. Follow scheduled activities so that appropriate amount of time can be given to programmed teaching, peer group learning, "individual pursuit" and Green Revolution.

Tutors

1. Schedule themselves to help the slower students during the individual pursuit period.

Monitoring and Guidance of Learning

The best simple way to describe the role of the Instructional Supervisor is as facilitator of learning. Almost everything that an I.S. does, whether monitoring peer group learning or encouraging regular attendance of pupils is done to facilitate learning. This activity is the most important responsibility and most important activity of Instructional Supervisors. No other duty takes precedence because it is through careful monitoring of the learning process and providing help and guidance when difficulties occur that the I.S. can truly be a facilitator of pupils learning. As I.S. you will need to know to monitor for and what to do in different situations.

IS ROLE in Monitoring and Guidance of Learning

On Programmed

On Programmed Teaching

1. Help children who are falling behind the group.

:
:
: Some sources of information like observations
: during group monitoring,
: reports from programmed
: teachers and looking at
: post test results reveal
: that some pupils fall behind
: the group. In this case the
: professional teacher or IS
: should be alert in noting
: down the needs and difficulties of the pupils,
: assign tutors or programmed
: teacher to help each child
: and if this is already provided the IS should continue
: monitoring each period,
: noting any improvement of
: individual pupils. The IS
: should also regrouped
: children as needed.

2. Make sure that the total group is keeping up with the programmed teaching pace. (There is a need to avoid moving to a new lesson until the group master a given lesson.)

: The IS should note whether
: or not the majority of programmed teaching group are
: able to give correct responses.
: Ask programmed teacher
: to repeat previous lesson in
: that subject until group
: mastery is achieved.

3. Correct any deficiencies in the behavior of programmed teachers including how well programs are followed, whether rewards are applied to include all children, how well content is presented (accuracy, pronunciation, etc.) whether positive reinforcement is consistently applied etc.
- Observe classes and note (write down) any deficiencies of programmed teaching methods.
- During tutorial 1/3 of hour or more take programmed teaching aside (using positive reinforcement regarding things that the P.T. has done well) give specific points for improvement (with examples).
- During training periods of program teachers everyday, explain ways to improve.
- Inform district office of any consistent deficiencies among programmed teachers as a basis of :
1. improving training program and
 2. improving programmed teaching procedures/materials.
4. a. prevent excessive absences of pupils in levels 1-3 programmed teaching groups.
- Ask members of family of all levels who live near the absent pupil to ascertain reason for absence and to encourage return.
- Report extended absences to district office so that the office can contact parents.
- Assign Programmed teacher or peer group to assist in up grading pupils learning to the level of group.
- b. prevent excessive absences of programmed teachers
- a. Immediately assign another member of peer group to take over programmed teaching responsibilities of absent pupil.
 - b. If another member of a peer group is not available, assign one from another upper level peer group in same family.
 - c. Only rarely assign upper level pupil from different family.
 - d. Even more rarely divide up lower level children into larger programmed teaching groups.

- : e. Ask peer group members to ascertain reasons for absence and to encourage early return to center.
- : f. Report extended absences to District Office and Instructional Systems Coordinator so that the office can contact parents.
- : g. Practice positive reinforcement with returned absentees.
- : h. Assign programmed teachers or peer to assist in upgrading pupils learning to the level of groups.
- 5. Train daily or at your convenience Levels 4-6 to be programmed teacher
 - : a. At your convenience train Level 4-6 to be programmed teachers.
 - : Schedule it in such a time so that the P.T. will not forget what they have learned.

Other Roles on Programmed Teaching

Instructional Aide

1. Ready programmed teaching materials for each day's sessions.
2. Schedule Levels 4-6 as programmed teachers making sure that all are regularly schedules and that no more than one session per day is demanded on any level 4- 6 child.
3. Maintain records of group progress.
4. Store learning materials for easy retrieval.
5. Repair (or report needed repairs) of materials.
6. Maintain daily enrollment records and report excessive/unexcused absences to IS.
7. Fill out achievement slips/other forms needed.
8. Inform I.S. of adequacy of supplies.

District Office/ISC

1. **Help** train Level 4-6 to be programmed teachers. Training to be conducted during school vacation or any convenient time for the staff.
2. Insure a sufficient and timely supply of programmed teaching materials at each center.
3. Visits homes of children identified as having excessive absences.

4. Inform Barangay councils and PTA's of needed repairs to facilities.
5. Monitor and evaluate IS behavior based upon the IMPACT model rather than conventional criteria.
6. Train new IS.
7. Maintain and repair equipment on a regular basis respond to immediate needs for repair.

Level 4-6

1. Maintain regular attendance.
2. Check schedule board in instructional materials area.
3. Check out materials from Aide/IS.
4. Conduct programmed teaching in assigned locations.
5. Identify learners in need of particular attention.
6. Report relative progress of learner to IS.
7. Report readiness of group to progress to next module.
8. Report any difficulties to IS.
9. Return materials to Aide.
10. Inform IS of any equipment/devices to be used or any malfunction.

Tutors

1. Give remediation to pupils of Levels 4 - 6.
2. If free from primary duties in tutoring Levels 4-6, assist in tutoring pupils of Levels 1 - 3.

Community and Parents

1. Send children regularly to learning center.
2. Assist in building and repairing of facilities.
3. Act as resource persons when needed.
4. Help children study modules at home and to inform the tutor or the IS about his child's difficulty.

Instructional System Coordinator

1. Monitor and coordinate learning activities in the learning center. Help IS, improve procedures.
2. Develop rapport with the people of the community.
3. Report to the district office problems of IS, pupils, other personnel in learning center.
4. Establish a complete system of routines, records/designs/materials to facilitate center functions.
5. Monitor the classroom teachers in the distribution of modules to pupils, the administration of post-tests and the remediation by tutors.
6. Coordinate closely with the IS in the evaluation of pupils' progress and of the self-instruction materials.
7. Conduct orientation of tutors, parents, and other community resources with the assistance of the District Project Staff.
8. Survey community resources and request them to assist at the learning center whenever their expertise skill or assistance is needed.
9. Assign tutorial responsibilities to tutors and arrange for their schedule at the Learning Center.
10. See to it that learning devices needed by the pupils for modular activities are on hand at the Learning Center and keep a regular inventory of these learning aids.

On Contracting and Incentives

Contract are signed between the Levels 4 - 6 pupils and the IS. They provide the means by which the IS can pace learning to challenge all pupils to do their best without overloading any child. This judgment of the IS requires an intimate knowledge of the individual capabilities of all students under her care. In addition to group contracts, a number of pupils will enter into individual contracts for advanced modules. Individual pupils who contract for advanced Modules sign separate contracts with IS. The educational value to contracts is that:

1. Each pupil is challenged to achieve at his or her ability.
2. All pupils have periodic goals toward which to work. They are able to judge their progress toward their goals each day as a basis of allocating their efforts. These are strong incentives for achievement.

The duties of IS concerning contracting and incentives are:

1. Refer to the record of each peer group (by Aide) showing the history of modules completed each week and use this record in making new contracts.
2. Review peer group proposals. Accept them if reasonable. Suggest changes if either too ambitious or too unambitious in relation to group activity. Sign contracts.
3. Review module completion records (maintained by Aide) each day to identify groups which maybe in danger of falling behind their contracts. Give special help to such groups.
4. Encourage group to convince absentees to return, give them modules and special help when absent and to up grade their fellow members on their return.
5. Hold weekly progress chart ceremony so that all children can see their groups progress (in contract completion).
6. Give commendations (positive reinforcement) and other incentives.
7. Trade material incentives (comics, books, etc.) with other centers or schools to insure adequate supply of new ones.
8. Contract with individuals on Advanced Modules, pointing out to them the advantage of completing as a basis for high school entrance.
9. Make sure that all pupils take contracting seriously.
10. Help in the daily progress of groups toward contracts.
11. Make sure that contracts are completed.

Other Roles- Contracting and Incentives

Instructional Aide

1. Keep records of achievement following the completion of each post-test and keeps records of contracts.
2. Inform IS if it appears that a group is falling behind.
3. Inform IS if it appears that the individual contracts may not be fulfilled.

District Office

1. Insure sufficient supply of contract forms at each center.
2. Review records of contracts and completion as a basis for discussions with IS.

Levels 4 - 6

1. Maintain group records each week so that all group will know progress toward completion of contract.
2. Try to maintain progress of all peer group members, including those who have been absent, so that group contracts can be completed.
3. Try **not** to avoid programmed teaching responsibilities in an effort to complete contracts.
4. Give extra time if necessary to complete contracts.

Tutors

1. Attend on schedule.
2. Undertake assignments of IS to help individuals and groups who are falling behind their contracts.
3. Spend extra time, if at all possible helping those in most need.
4. Positive reinforcement.
5. Encourage peer group to complete contracts.

Community and Parents

1. Insure that children go to school.
2. Understand the purpose and mechanism of contracting.
3. Encourage youngsters to complete contract.
4. Praise children for completion of contracts.
5. Allow children some extra time whenever it is needed to fulfill contracts.

Self-Instruction

The majority of learning for levels 4 - 6 is given to peer group learning so that children can support and help each other. There are occasions however when learning takes place alone or with a friend like a sick at home, working at home (special circumstances) youth or adult continuing education through self-instruction modules and more able children undertaking advanced Modules outside the core continuum.

Since modules are designed for both peer group learning and for self-instruction, the same modules can be utilized for both modes. The duties of IS in this phase are:

1. Make sure that self-instruction is limited to home study when necessary, catching up after absence, advanced modules.
2. Recognize that some of the more able pupils may want to study modules by themselves. Allow them sometimes but convince them the importance of peer groups and their responsibilities toward their fellow classmates.
3. Encourage peer groups to take modules to absent members.
4. Determine who should get self study modules and inform Aide.
5. Encourage out of school youth and adults to take advantage of center self study modules.

Other Roles - Self-Instruction

Aide

1. Insure modules for self-instruction on the direction of the IS.
2. Give and score post-test.
3. Inform IS of results.
4. Maintain records of pupils learning by self-instruction and peer group learning.

District Office

Review center records of self vs. peer group learning, determining if self-instruction is being practiced more than should be. Discuss matter with IS to insure that peer group learning is the norm for level 4 - 6.

Level 4 - 6

Ask for modules for self study if required to stay away from center. Peer group is responsible to provide.

Tutors

When possible assist those doing self-instruction at home and remediate out of school youths pupils who are doing self-instruction (on the basis of post-test results) at the direction of the IS.

Community and Parents

1. Send children to center regularly and don't use the possibility of self-instruction as an excuse to keep children at home.
2. Ask for modules for self study when children have to stay home.
3. Out of school youth and adults ask for self study modules to continue their education.

Tutoring

Levels 4 - 6 pupils are tutored by elementary graduates usually high school students. Tutors typically spend one day at the Center each month or more often as their time permits. They are given YCAP credit for their work. Some important duties of the IS concerning tutoring are:

1. Make sure that tutors attend to their duties as scheduled.
2. Make sure that effective tutor behaviors are being practiced.
3. Insure efficiency of tutorial system.

Other Roles - Tutoring

Instructional Aide

1. Maintain records of tutor's attendance.

District Office

1. Obtain volunteer tutorial from community members.
2. Schedule with high school for tutors.
3. Follow-up with high school any lack of attendance by tutors.
4. Make sure that YCAP credit is given.
5. Train tutors during vacation period.

Level 4 - 6

1. Go to tutors near home when help is needed.
2. Request IS for tutorial help without making excessive demands.
3. Follow closely the guidance given by tutors.
4. Tutor children in programmed teaching group.

Tutors

1. Regular attendance
2. Follow-tutorial guides.
3. Practice positive reinforcement.

Community and Parents

1. Volunteer as tutors
2. Schedule fairly times at home when they will be available to children.
3. Follow tutorial guides.
4. Practice positive reinforcement.

Project Staff

1. Develop tutorial techniques
2. Develop tutorial guides for use with each module.
3. Develop training program for use by district office.

Positive Reinforcement

Positive reinforcement is a simple but powerful means for pupil motivation. In essence it means rewarding appropriate behavior without purchasing behavior that is inappropriate. In practice it means showing pleasure when a pupil gives a correct response smiling and saying "Very Good" not saying "Wrong, Stupid". Every one in the center PT, tutors, peer group leaders, IS, Parents etc. should practice reinforcement.

Green Revolution

Green Revolution activities are a must to all IMPACT children. The IS should do the following:

1. Make sure that all children are participating in green revolution on program
2. Evaluate and remediate garden work.
3. Make sure that children follow instructions in the modules.
4. Instruct Aide when to record pupils achievement.

Itinerant Teaching

To provide for special types of training on subjects not modularized, special teachers are assigned to the center. The enrollment will determine the number of special teachers to be assigned in the center. Special teachers should be assigned for Scouting, Physical Education, Home Economics, Music, Arts. They are expected to be in the center at the same time without breaking up the continuity of peer learning or basic core modules.

Who IS should:

1. Schedule one half day each week
2. Assist itinerants as needed
3. Provide for group activities of Levels 1-3 in Arts, Music, and P.E.

Instructional Aide

1. Assist IS as needed.

District Office

1. Establish and maintain itinerant teaching schedules, making that these special teachers are in the center when needed.

Level 4 - 6

1. Attend regularly and participate in activities.

Tutors

1. Assist IS as needed.
(If there are not enough tutors to attend everyday, the day when itinerant visit the center would be the best time for tutors to be absent.)

Skill Training by Community Members

A number of modules have been prepared in Social Studies, Home Economics and Applied Skills which pupils use in conjunction with training by community members. Usually such training is away from the center or in the center. If it is away from the center children go as a group at a time scheduled by the district office or instructional system coordinator. The role of the Instructional Supervisor is to:

1. Schedule skill training groups to fit the schedules developed by the district staff/instructional system coordinator and the community resource person.

2. Check with Instructional Aide to insure that modules, materials and equipment needed are available. If not available, inform ISC.
3. Monitor Instructional Aide to make sure that progress records are maintained.

Instructional Aide

1. Maintain schedules, providing children with appropriate modules.
2. Enter progress on individual records and group contract records.
3. Provide tools/etc. as required. Requisition from the District Office if there are no tools available. Inform IS/ISC.

District Office/ISC

1. Survey for community resources.
2. Schedule community resource training with community members and inform center of times scheduled.
3. Do any training of community resource persons required. (Explaining modules, children's needs, role to be played.)
4. Make sure that special tools etc. are available at appropriate time.

Levels 4 - 6

Attend the center regularly and follow schedule for skill training by community members.

Community and Parents

1. Volunteers to teach special skills.
2. Work out schedule (usually to fit self) with district.
3. Learn module requirements.
4. Teach groups making sure that all schedules are achieved.

Project Staff

Provide basic applied modules with sufficient alternatives to cover skills available in each community.

The role of all components regarding remediation and evaluation will be discussed by Mr. Troadio P. Robes. Everybody should bear in mind that whatever duties are discussed with you concerning the different phases of instruction in Project IMPACT regarding different components can be improved as the project is being developed in your centers. The success of the project depends on the dedication of the staff and all components.

(MRS.) LESMES S. AVENA
Project Director
District Supervisor

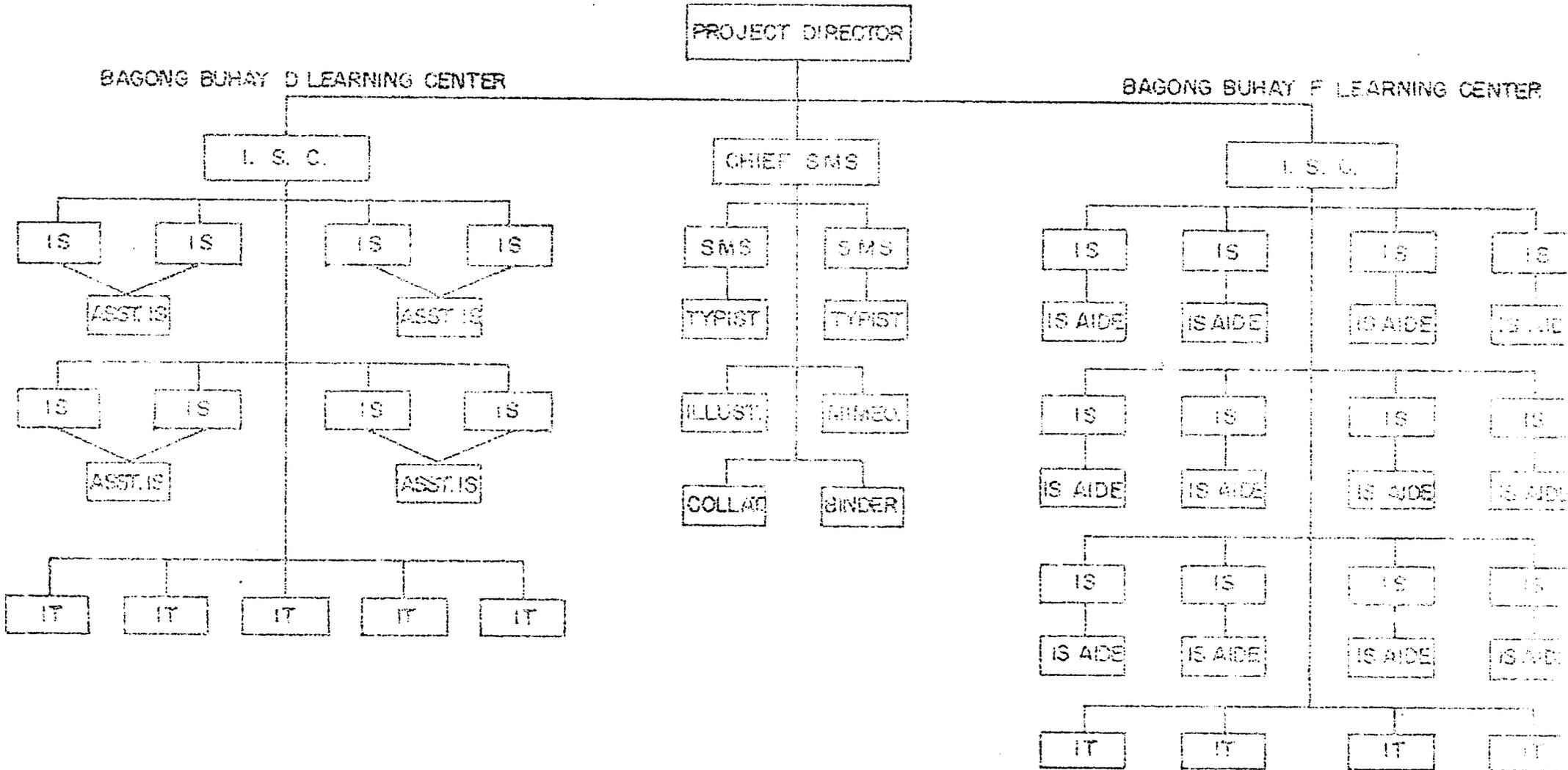
Lastly, I will take up with you the component whom I believe is necessary but does not do as much as the other personnel in the staff. This component is the position occupied by yours truly - Project Director. Just like all organizations or institutions, a person is designated to head the undertaking or enterprise so that there is a person to be blamed if the project fails or vice versa. Some of his important duties are the following:

1. To oversee the implementation of the project in the tryout or replication schools.
2. To appraise the higher school authorities of the problems arising in the field and to suggest solutions to the problems.
3. To be responsible for the supervision of the Project Staff and the other personnel in the Learning Center.
4. To hold conferences with the Project IMPACT personnel as the need arises.
5. To plan in-service training sessions for IS, and other personnel.
6. To establish rapport with the people and other government and private agencies.

Prepared by:

(MRS.) LESMES S. AVENA
Project Director
District Supervisor

PROJECT IMPACT CORE STAFF



- ISC - INSTRUCTIONAL SYSTEMS COORDINATOR
- SMS - SUBJECT MATTER SPECIALIST
- IS - INSTRUCTIONAL SUPERVISOR
- IT - ITINERANT TEACHER

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Purok ng San Jose del Monte
SAPANG PALAY PROJECT IMPACT
San Jose del Monte, Bulakan

EVALUATION/REMEDIATION

Mastery learning is basically important in the IMPACT Management System because the learning tasks are highly sequenced and the majority of learning activities are non-teacher directed. To help the learners attain mastery learning, the evaluation/remediation process is necessary.

Among the levels 1 to 3 pupils evaluation/remediation is built into the learning process. During the first half of the one-hour period the programmed teacher uses the rounds program to ensure mastery. If all the pupils in the group can answer the task correctly then a perfect round is achieved. But if one or two cannot, the programmed teacher does not stop the rounds until everyone can give a correct response.

During the second half-hour of the period the programmed teacher conducts remediation activities for the slow learners.

Upon the completion of number of lessons, the group takes a post-test which is a formative achievement test.

Among the Level 4 to 6 pupils, there are two types of evaluation/remediation:

1. Peer or self-evaluation/remediation:

At the end of each lesson in a module, questions are asked based on the teaching phase in that lesson. If the group or child has successfully answered all the questions, he can proceed to the next lesson; however; if the questions have not been successfully answered, the group or the child has to go over the lesson, again

either by himself or with the assistance of a tutor or the IS.

2. IS Evaluation/Remediation:

When a group feels ready to take the post-test, they present themselves to the IS who immediately determines their readiness by asking them questions relevant to the module objectives. If the IS feels that the group are ready he directs the Aide to administer the post-test; but if he finds them not fully prepared he directs them to go over the module by themselves or with a tutor. If the group fail to get a hundred per cent score in the post-test, the IS assigns or administers them remediation activities :

- a. he conducts the remediation activities himself if the post-test results show that the pupils failed to achieve all the module objectives.
- b. he assigns a tutor to them if the group missed only one or two module objectives. He may direct the faster learner in the peer group to undertake the tutorial activities for his peers.
- c. the IS may have the member in a group who failed in the post-test take the module home with instructions to have his parents, brother/sister or relative help him go over the module.

3. Tutorial System:

To assist in pupil remediation activities, high school students report to the Learning Center one day each month and they receive credits for their YCAP requirements for graduation. Furthermore, parents and other community members serve as home tutors to their children and neighbors. Both the high school students and the home tutors are given orientation on how to tutor at the start of each school year. Here are the steps:

- a. Ask the child what his difficulty is, then repeat the question that he could not answer.
- b. If the pupil does not understand the question, explain what it means.
- c. If the pupil gives a correct answer, praise him, but if he does not show him where to find the answer.
- d. If he gives the correct answer, praise him and proceed to the next item.
- e. Ask the question again and require him to answer.
- f. Keep a record of the problems of the pupils and submit them to the IS.

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PAARALANG ELEMENTARYA NG BACONG BUHAY F
San Jose del Monte, Bulacan

ITEM PROGRAMS

An Item Program is a procedure for teaching the performance of a lesson. It specifies the way the item is presented, what the pupil is expected to do, and what the programmed teacher does either when the pupil achieves what he is expected to do or when the pupil fails to achieve what is expected to do.

Several item programs have been adapted for the programmed teaching modules used in Project IMPACT. However, all of them have the same basic form, which consists of four steps:

Step 1: A TEST STEP

The teacher presents a task to be performed with a single item.

- a. If the pupil performs the task correctly, PT praises the pupil and goes to Step 4.
- b. If the pupil does not perform the task correctly, PT goes to Step 2.

Step 2: A TEACHING STEP

The teacher demonstrates the correct response or teaches those parts of the task that the pupil did not perform correctly in Step 1.

Step 3: A TEST STEP.

This step presents the same task as Step 1.

- a. If the pupil performs the task correctly, PT praises the pupil and goes to Step 4.
- b. If the pupil does not perform the task correctly, PT demonstrates the correct response and goes to Step 4.

Step 4. GROUP RESPONSE

The teacher asks the group to perform the task which the pupil has just performed correctly in Step 1 or PT has just demonstrated in Step 3.

NOTE: Step 4, the group response part, is usually omitted when the item program is used for individual tutoring or when the task requires the pupil to point.

Here are the different item programs:

1) SIMPLE ITEM PROGRAM (SIP)

This Item Program is used when the lesson task is simple, i.e., it is a single task not requiring analysis into parts.

Step 1: Test Step

PT presents the task by giving the task instruction.
For example, PT says, POINT TO THE LETTER A.

- a. If the pupil responds correctly, PT praises him and goes to the next item.
- b. If the pupil does not respond correctly, PT goes to Step 2 without comment.

Step 2: Teaching Step

PT repeats the task instruction.

- a. If the pupil does correctly, PT praises him and continues to the next item.
- b. If the pupil does not respond correctly, go back to Step 2.

2) SIMPLE ITEM PROGRAM FOR GROUPS (SIPG)

This has the same purpose as SIP, only, an additional step is added which is the group response.

Step 1: Test Step

PT presents the task instruction.

Example: PT says WHAT IS THIS WORD?

- a. If the pupil responds correctly, PT praises him and goes to Step 4.
- b. If the pupil responds incorrectly, PT goes back to Step 2 without comment.

Step 2: Teaching Step

PT teaches the pupil of the correct response and asks the pupil to do the same.

Step 3: Test Step

PT repeats the task instruction.

- a. If the pupil responds correctly, FT praises the pupil and goes to Step 4.
- b. If the pupil responds incorrectly, FT goes back to Step 2.

Step 4: Group Response

FT asks the group to repeat the correct response, for example, by saying: NOW, ALL OF YOU - or EVERYBODY - or by gesturing.

- a. If all or most of the group respond correctly, FT praises them.
- b. If a few or none of the group respond correctly, FT repeat the correct response until they do so.

3) WORD SOUNDING PROGRAMS FOR GROUPS (WSPG) (Say-Slide Procedure)

This program is used to analyze words into their components, letters or syllables and to sound out the words.

Step 1: Test Step.

FT presents the task, for example, by pointing to a word and saying: CAN YOU READ THIS WORD? or just READ THIS WORD: _____.

- a. If the pupil reads it correctly, FT praises him and goes to Step 4.
- b. If the pupil does not read it correctly, FT goes to Step 2.

Step 2.: Teaching Step.

a. Point to the word and say: LOOK AT THIS WORD. When the pupil looks at it, point slide as you say-slide slowly.

Example: ba-ta. ANG SALITANG ITO AY: BATA
NGAYON, ULITIN MO.

When the pupil pronounces the word at normal speed, praise him and go to Step 3.

Step 3: Test Step

FT repeats the task instruction.

- a. If the pupil reads correctly, FT praises him and goes to Step 4.
- b. If pupil reads incorrectly, FT goes back to Step 2.

Step 4: Group Response

FT says the word first slowly and clearly, then again at normal speed. Then say: NOW, ALL OF YOU REPEAT. Praise them and go to the next word.

4) READING ITEM PROGRAM FOR GROUP (RIPG)

The program is used primarily for analysis of a sentence into words and resynthesis of the sentence.

It can be used for this purpose:

- a. If the lesson consists of a list of sentences in which each sentence is labelled as item, the program is applied to each sentence (item) separately, one at a time.

Step 1: Test Step

- a. PT presents the task.

Example: Can you read this?

- b. PT presents the sentence to be read, and calls on any pupil in the group.
 1. If the pupil reads the sentence correctly, PT praises him and goes to Step 4.
 2. If the pupil cannot read the sentence or make one mistake, the PT require him to try to complete the sentence, trying every word. Then go to Step 2.

Step 2: Teaching Step

Apply the following teaching procedure to teach each word that was not read in Step 1 or that was not read correctly. Teach the words that were missed in alphabetical or mixed order, not in the order they appear in the sentence. Procedure for teaching each word:

Say: WHAT IS THIS WORD (PT should point it).

- a. If the pupil reads it correctly, praise him and go to the next word to be taught.
- b. If the pupil does not read correctly, say THIS WORD IS... NOW YOU SAY IT.

When the pupil says the word, praise him. Repeat this teaching procedure with each word missed in Step 1. Then go to Step 3.

Step 3: Test Step

Say, NOW CAN YOU READ THE SENTENCE?

- a. If the pupil reads it correctly, praise him and go to Step 4.
- b. If the pupil does not read the sentence correctly, read it to him, and say, NOW, YOU READ IT. Then go to Step 4.

Step 4. Group Response

Ask the group to read the sentence in unison.

Say, ALL OF YOU READ IT.

- a. If most of the pupils in the group read it correctly, praise them.
- b. If none of the group or only a few members of the group read it correctly, read it to them. Then ask the group to read it.

Say, NOW, ALL OF YOU ...

5) READING ITEM PROGRAM (RIP)

This program has the same purpose and steps as the RITG discussed in Number 4. Only, the last step, group response, is not included.

6) READING ITEM PROGRAM FOR GROUPS (Continuous Text)

If the lesson consists of a list of sentence in which each sentence is labelled as an item, the pupil is allowed to read without interruption until he makes a mistake. The sentence in which he made the mistake then becomes an item, to which the item program is applied. In this application, Step 1 is omitted.

Step 1: Test Step

- a. FT presents the task

Example: READ THIS STORY.

- b. FT calls on any pupil to do the task.

1. If the pupil reads the story without any mistake, praise him.
2. If the pupils makes a mistake in reading, go to Step 2. (Let her know how to read the sentence correctly before she finishes reading the story)

Step 2: Teaching Step

- a. FT teaches the word in the sentence the pupil fails to read.

Example: THIS WORD IS: _____.

- b. FT asks the pupil to repeat reading the sentence.

- c. Then, FT asks all the pupil to repeat reading the sentence.

Example: NOW EVERYBODY, READ THIS SENTENCE: _____.

Step 3: Test Step

- a. PT tells the pupil to continue reading the story.

NOTE: Follow the teaching step everytime the pupil fails to read a sentence in the story.

7) READING ITEM PROGRAM (RIP-Continuous text)

This program has the same purpose and procedures as in RIEG-Continuous Text discussed in Number 6. Only the group response is omitted.

8) COMPREHENSION ITEM PROGRAM FOR GRADES (CIIG-RIP + SIIG)

This program is used to teach comprehension of oral questions. It has two stages, the first being reading, taught with the RIP. The second stage is comprehension, taught with the SIIG.

The Program

Stage 1: RIP

Step 1: Test Step

- a. PT presents the task.

Example: READ THIS STORY: _____.

- b. Listen to the pupil carefully.

1. If the pupil reads without any mistake, praise him and continue to Stage 2.

Step 2: Teaching Step

- a. PT teaches the words not correctly read in mixed order to the pupil.

Example: WHAT IS THIS WORD?

When all words missed in Step 1 have been taught go to Step 3.

Step 3: Test Step

- a. PT tells the pupil to read the whole sentence again.
- b. Then, let him continue read the story.
- c. If he makes mistakes in reading the rest of the sentences, teach him again using the procedure given in Step 2.

Stage 2: SIPG

Step 1: Test Step

- a. PT asks the item (question).

Step 2: Teaching Step

Teacher gives the answer.

Step 3: Test Step

- a. Teacher repeats the question.
- b. If he does not answer correctly, the teacher gives the answer.

Step 4: Group Response

PT says, NOW, ALL OF YOU, WHAT IS THE ANSWER?

NOTE: This program is also used in lesson wherein translation from English to Filipino is required.

9) COMPREHENSION ITEM PROGRAM (CIP=RIP+SIP)

This program is used to teach comprehension of questions read. In the first stage, the items (questions) are asked to be read. Then, in the second stage, the same items are answered. The same procedure is followed as in CIPG, that is, Stage 1 is taught with RIP and Stage 2 is taught with SIP. Group response is omitted.

10) GROUP TEACHING PROGRAM (GTP) (TRADITIONAL METHOD)

The primary purpose of this program is to give poor or shy pupils confidence by providing many opportunities to learn the correct response before they are required to respond individually. This program may be used to teach any task that requires the pupil to give an oral or motor response, for example:

1. Answer questions
2. Read a letter, word, sentence, etc.
3. Perform a motor task, e.g. keep time with a drum.

The procedure is as follows:

Step 1: 1. PT presents the task.

Example: I WANT YOU TO READ THIS SENTENCE.

Step 2: PT performs the task, providing a model: e.g.

PT says: THIS IS A CAT. NOW, CLASS _____.

The class reads the sentence.

11) WRITING PROGRAM (WP)

This program is designed to teach three writing skills-tracing, copying, and writing from dictation.

In this program, the pupils are given a task, to trace or copy materials printed on paper, or to write material dictated orally.

They do this as a group, but because of the nature of the task, each pupil performs it individually. As they perform the task the teacher circulates among them and praises or comments on the performance of each pupil individually. The pupil also receives individual feedback concerning the acceptability of his work since he can compare what he has written with the model what he has written with the model printed on his work paper or provided on the blackboard by the teacher.

The Program

Step 1: Task Presentation

The teacher presents the task, by saying: TRACE THE LETTER (WORDS) ON YOUR PAPER.

Step 2: Feedback

After giving the instructions or dictating what the pupils are to write, the teacher should circulate among the pupils, look at the work of one pupil at a time with comments.

- a. If all of the work is good, he should praise it
- b. If part of the work is good, he should praise that part (or those parts).
- c. If part of the work is poor, he should criticize it constructively and gently, for example, **YOUR LETTER L COULD BE IMPROVED. MAKE THE LINE STRAIGHTER.**

NOTE: This program can be used to make homework assignments. Use Step 1 to make assignments, and Step 2 to provide feedback, when the pupil returns it next day.

12) CHAIN PROGRAM FOR PROBLEM-SOLVING

This program is used to solve problems. It has four stages. Stage 1 which is reading of the problem is taught with RIRG. The task may be: READ THE STORY PROBLEM. Stage 2 is taught with SIPG. This part identifies what the pupil must do to answer the question or solve the problem. Stage 3 is taught with SIP. This part tells the pupil to write the solution to the problem. Stage 4 is taught with RIRG. The pupil is asked to read again the question in the problem and then give its answer.

NOTE: One pupil must perform the task given in each stage. The four stages therefore must be completed by four pupils.

13) REVIEW GAME PROGRAM (RGP)

This program is used to review and give further practice on material that has been taught previously with other programs. It is ordinarily not used with an item program, although the procedures of the RGP is very similar to that of the SIP. In the RGP, two teams (or sometimes three) each tries to gain the highest score by performing a lesson-task (answering a question or following an instruction) with items that are the same or similar to items that have previously been taught.

The program:

Step 1: (Forming teams)

- a. Teacher let pupils form two teams, using the name of an animal, trees, colors, etc. for each team.

Step 2: (Forming in line facing the blackboard and teacher)

- a. Each team stands in line facing the teacher and the blackboard.
- b. On the blackboard maybe words, pictures, sentences, etc, to be used in the game. (This may include flash-cards).

Step 3: (Deciding who will answer first)

- a. Teacher may toss an eraser to decide who will answer first.

Step 4: (Presentation of the task) "Read this word"
Rules for the review game:

1. Each team is called in turn. The pupil at the head of the line is given an item-task and his performance is scored as follows:
 - a. If he performs correctly without help from any member of his own team, he scores two (2) his team.
 - b. If he cannot answer but receives help from other members of his own team, and repeats that answer correctly he still scores one (1) for his team.
 - c. If he is not able to perform correctly, but receives help from the other team and repeats the answer correctly, he scores two (2) for his team.
 - d. If he still cannot perform correctly, he scores 0.

At the end of the turn the pupil who was called on goes to the end of the line.

2. If the task was not performed correctly the other team is given a turn with the same task and item.
3. If the task was performed correctly during the turn, the other team is given a turn with a new item.
4. If both teams fail to perform correctly the teacher demonstrates the correct performance, then gives a new item to the whose turn is next.
5. The game ends when the total score for one of the teams equals 30. The team which reaches the score of 30 first is the winner.

14) ROUNDS PROGRAM

This program specifies the procedure to be used in teaching a group of pupils when using one of the item programs as the SIPG, RIPG, WSPG, etc. It specifies when to call on each pupil in the group to recite on an item, when he should be called on again and when to end the lesson, the Stop Criterion. The items of the lesson are presented one after another in "rounds". In a round, each pupil in the group is called on to recite until he gives a correct response to an item. Once he does so he is not called on again until a new round begins. A round ends and a new one begins when every pupil in the group has recited correctly on one item. The lesson ends after a "perfect round". A perfect round is one in which every pupil in the group responds correctly the first time he is called on to recite in that round.

Here are the steps to follow:

Step 1: PT requires the pupils to raise their name cards.

Say, EVERYBODY RAISE YOUR NAME CARD.

Step 2: PT presents the task and give the first item.

Step 3: PT calls on a pupil to answer.

- a. If the pupil performs correctly go to Step 5.
- b. If the pupil does not perform correctly, go to Step 4.

Step 4: PT teaches the pupil according to the Item Program used in the lesson. Go to Step 6.

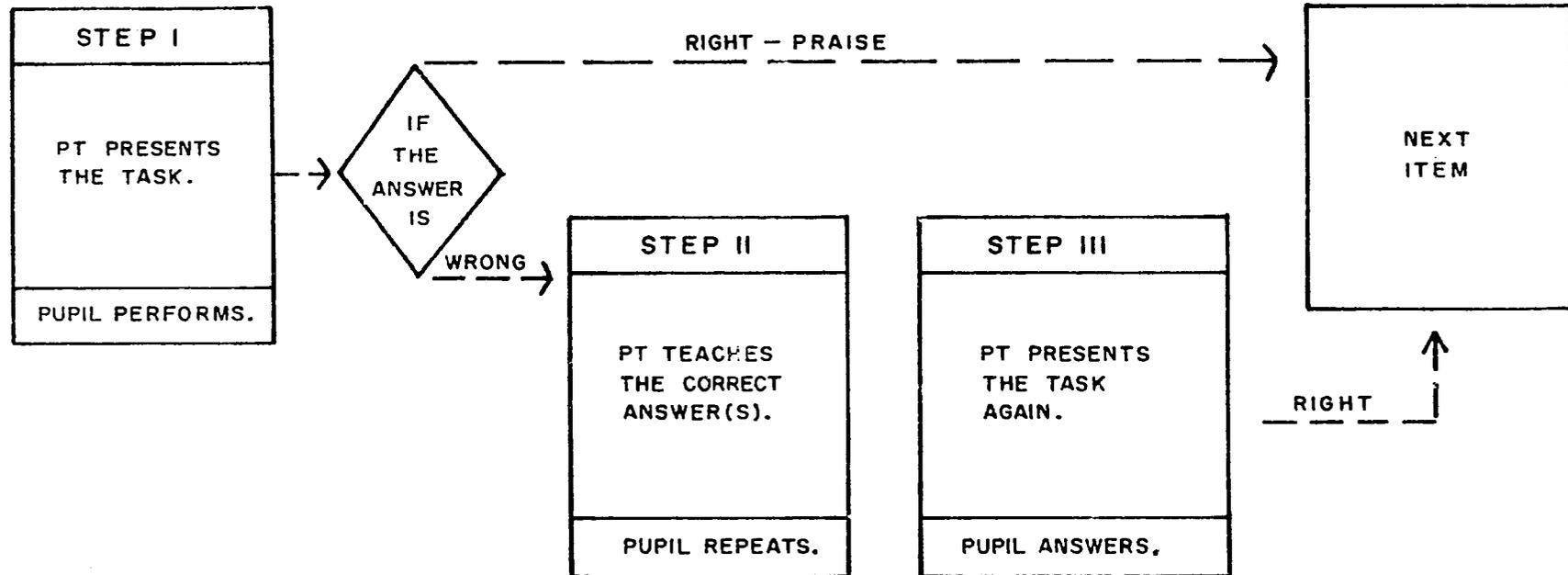
Step 5: PT tells the pupil to put down his/her name card if he performs correctly.

Step 6: If all name cards are put down, then the first round has ended. Go to Step 7.

Step 7: Start another round and follow the procedure given (Steps 1-6) until all the items are taken up.

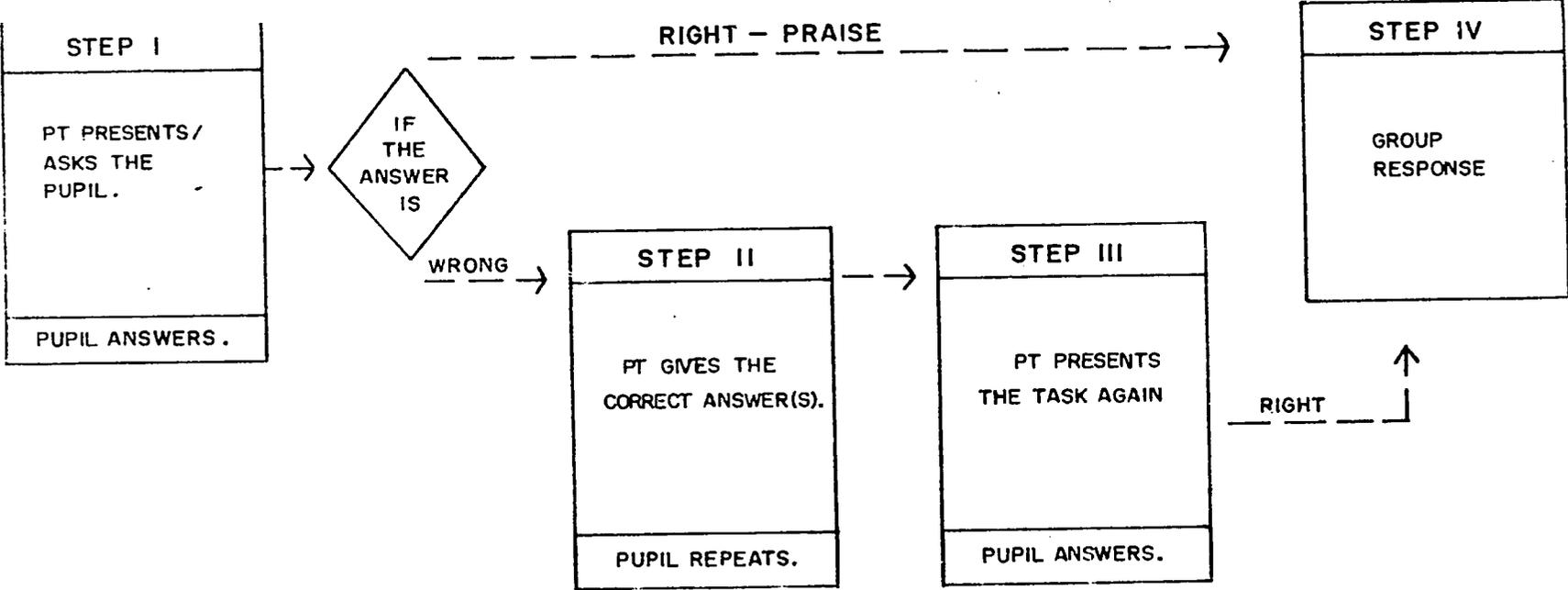
SIP

SIMPLE ITEM PROGRAM



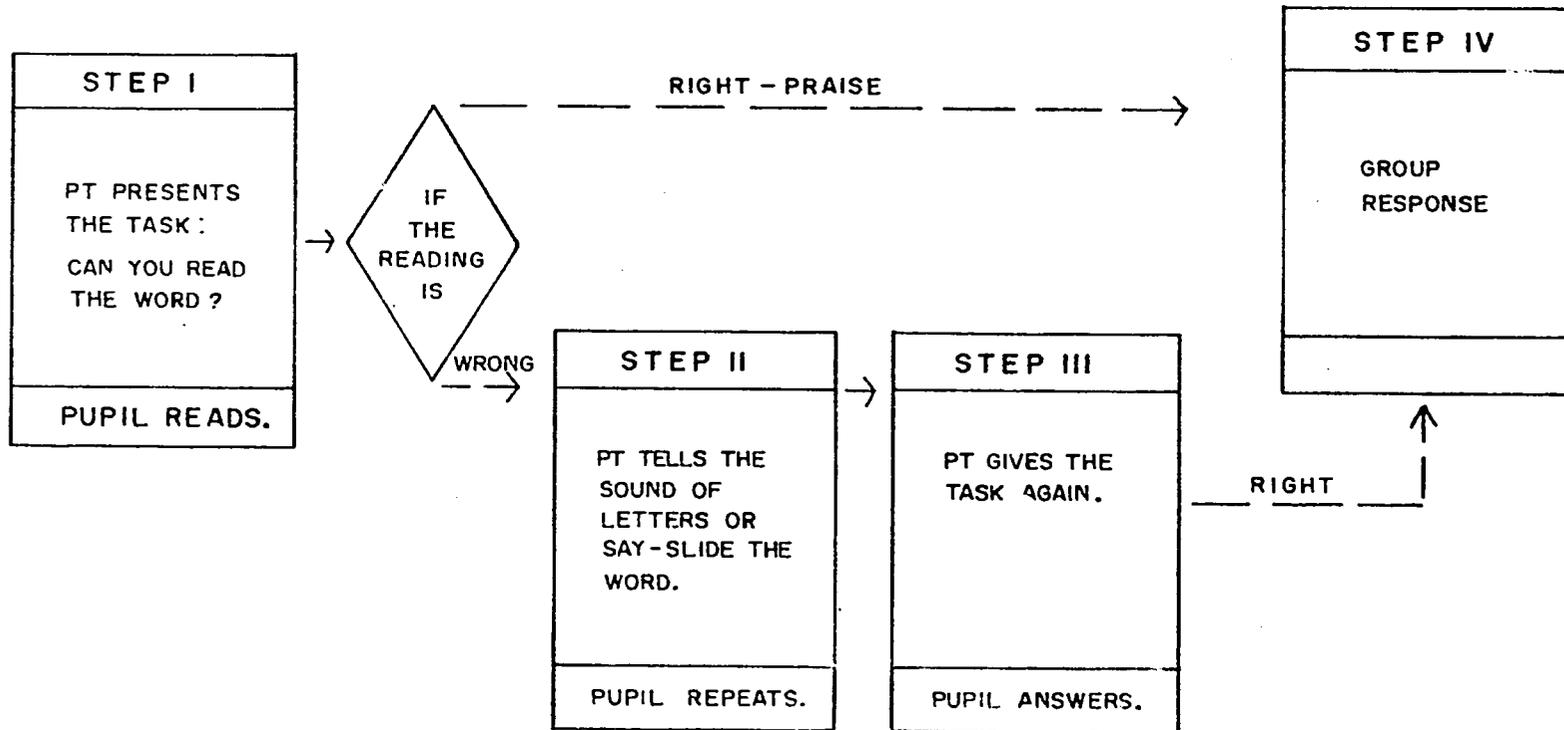
SIPG

SIMPLE ITEM PROGRAM FOR GROUPS



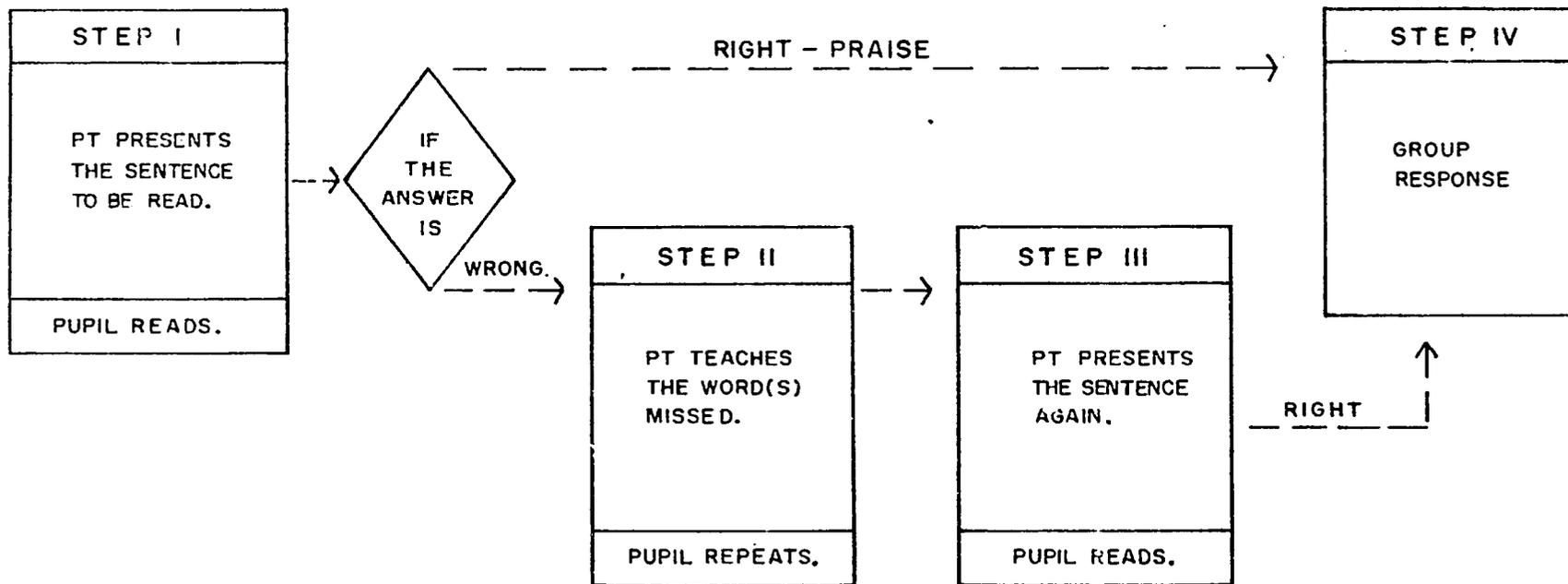
WSPG

WORD SOUNDING PROGRAM FOR GROUPS



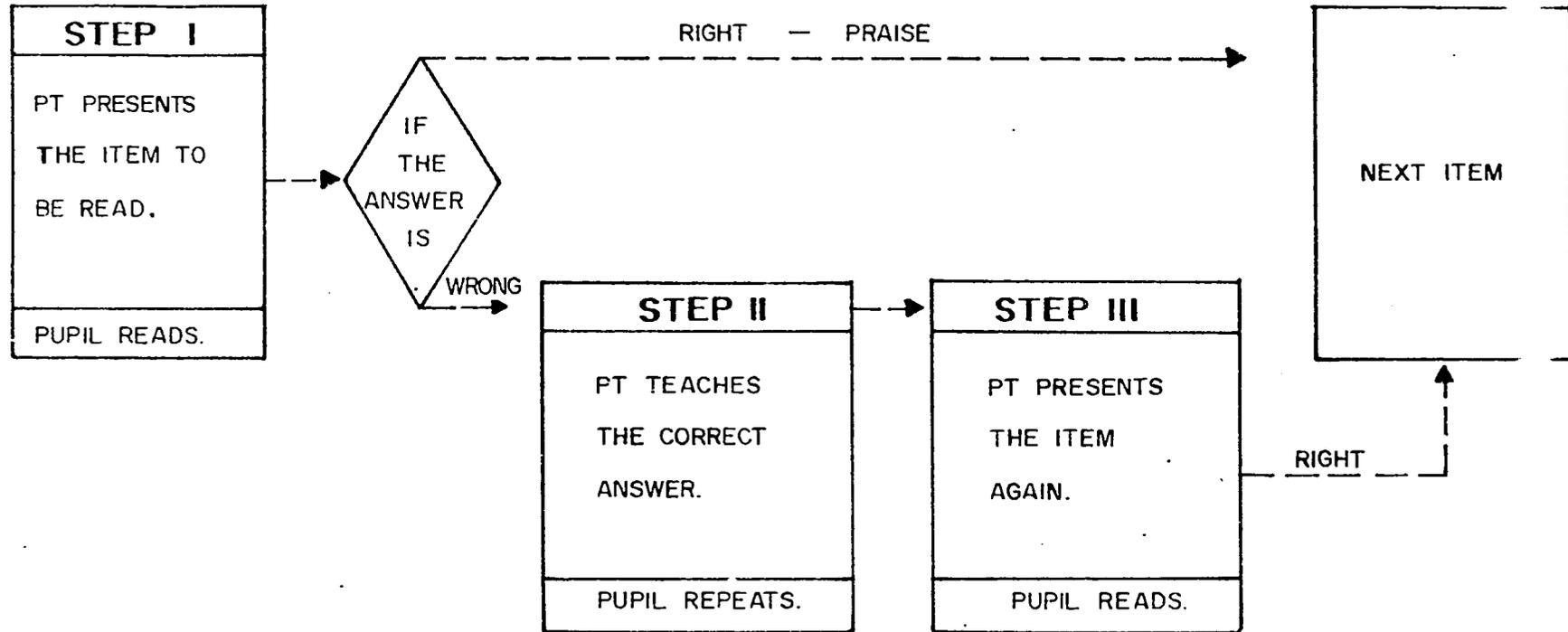
RIPG

READING ITEM PROGRAM FOR GROUPS

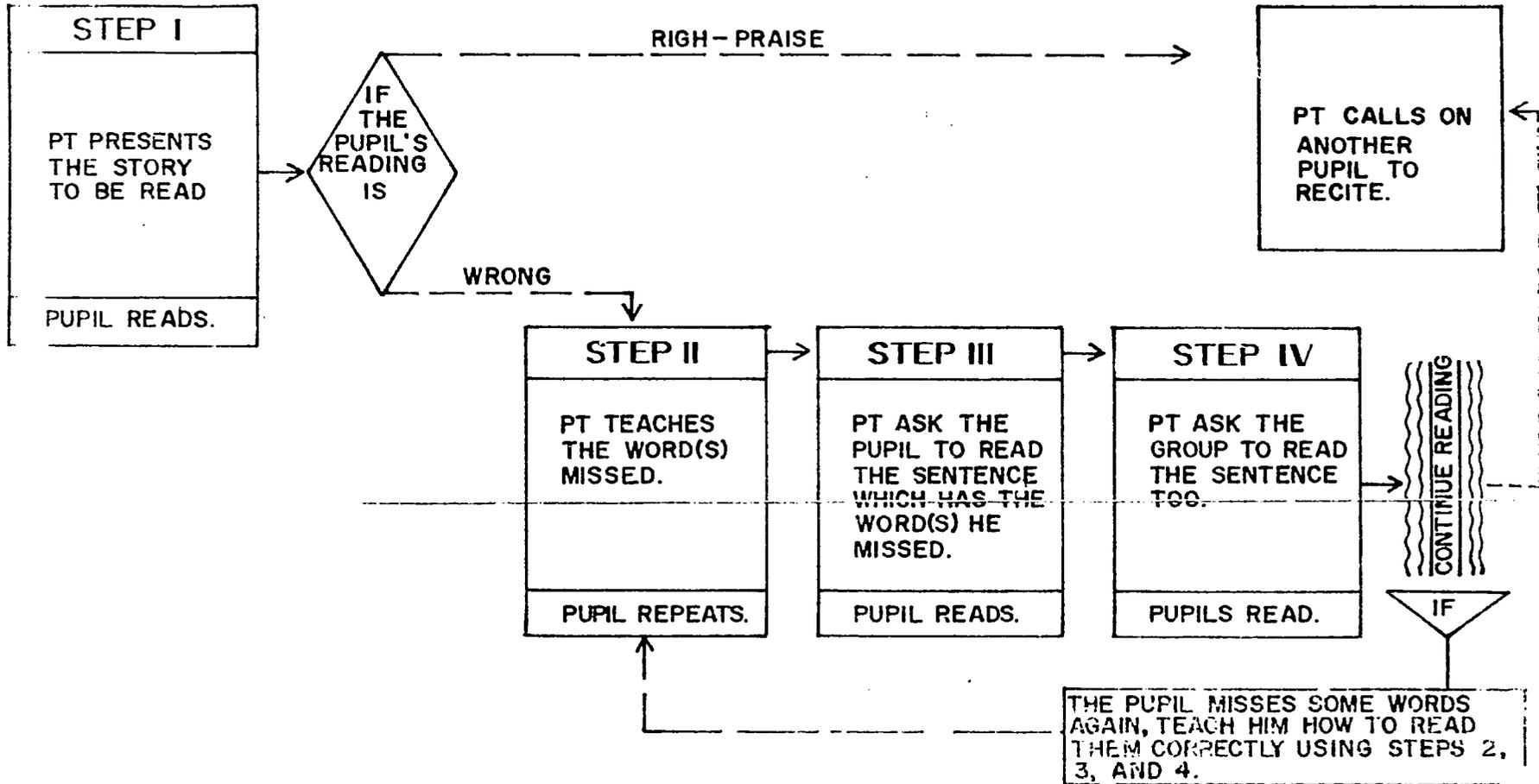


RIP

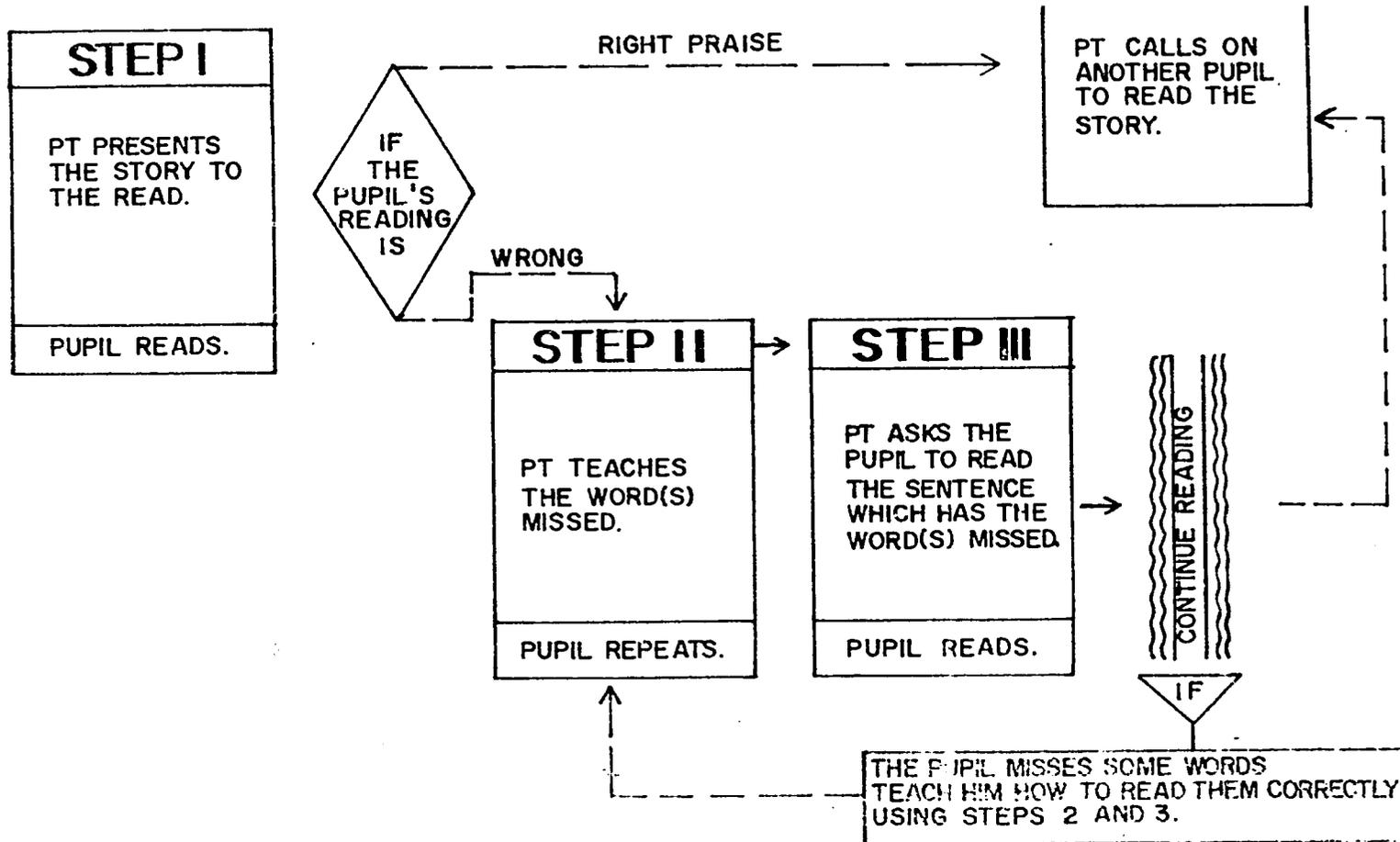
READING ITEM PROGRAM



RIPG CONTINUOUS TEXT

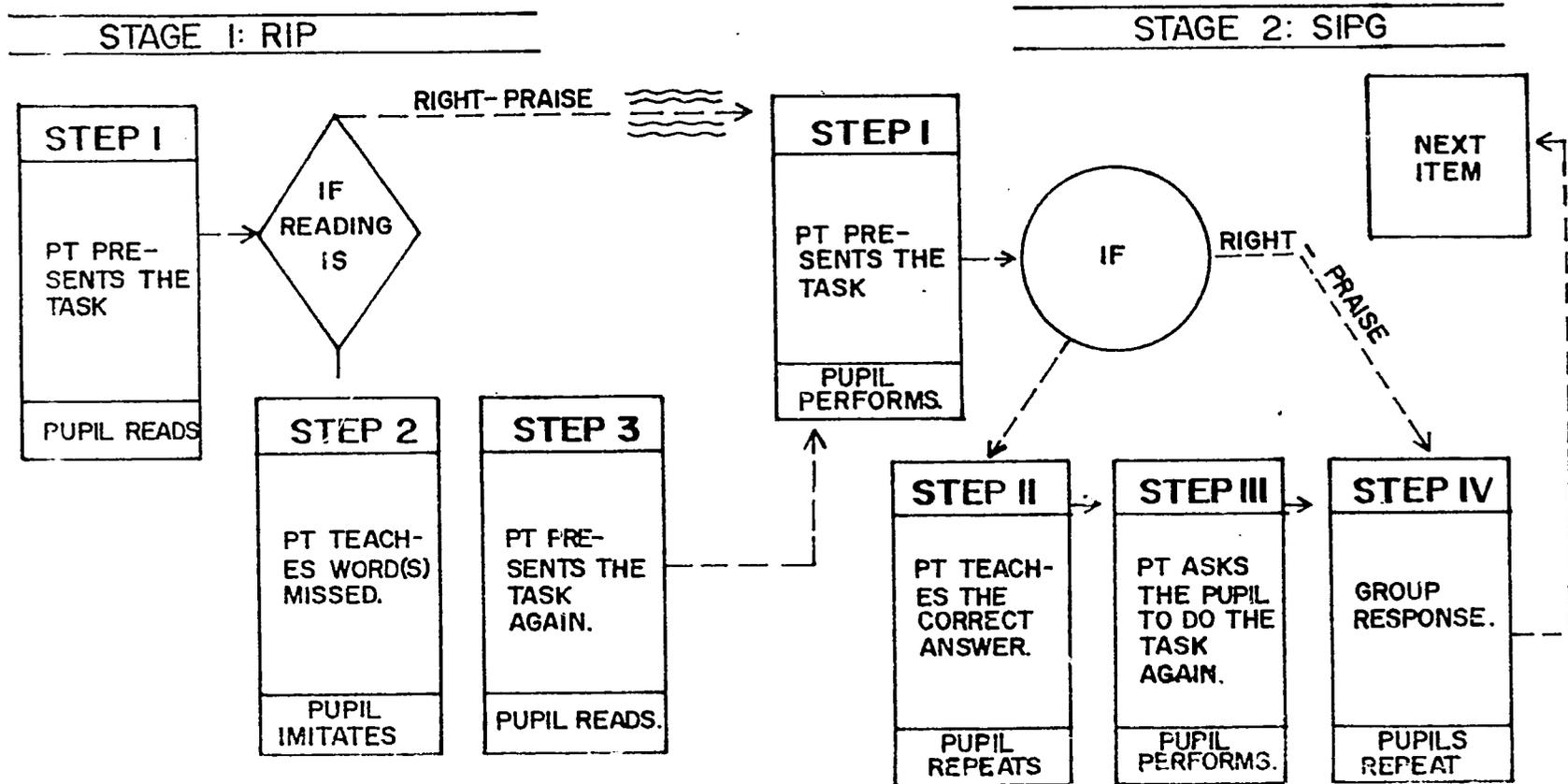


RIP CONTINUOUS TEXT



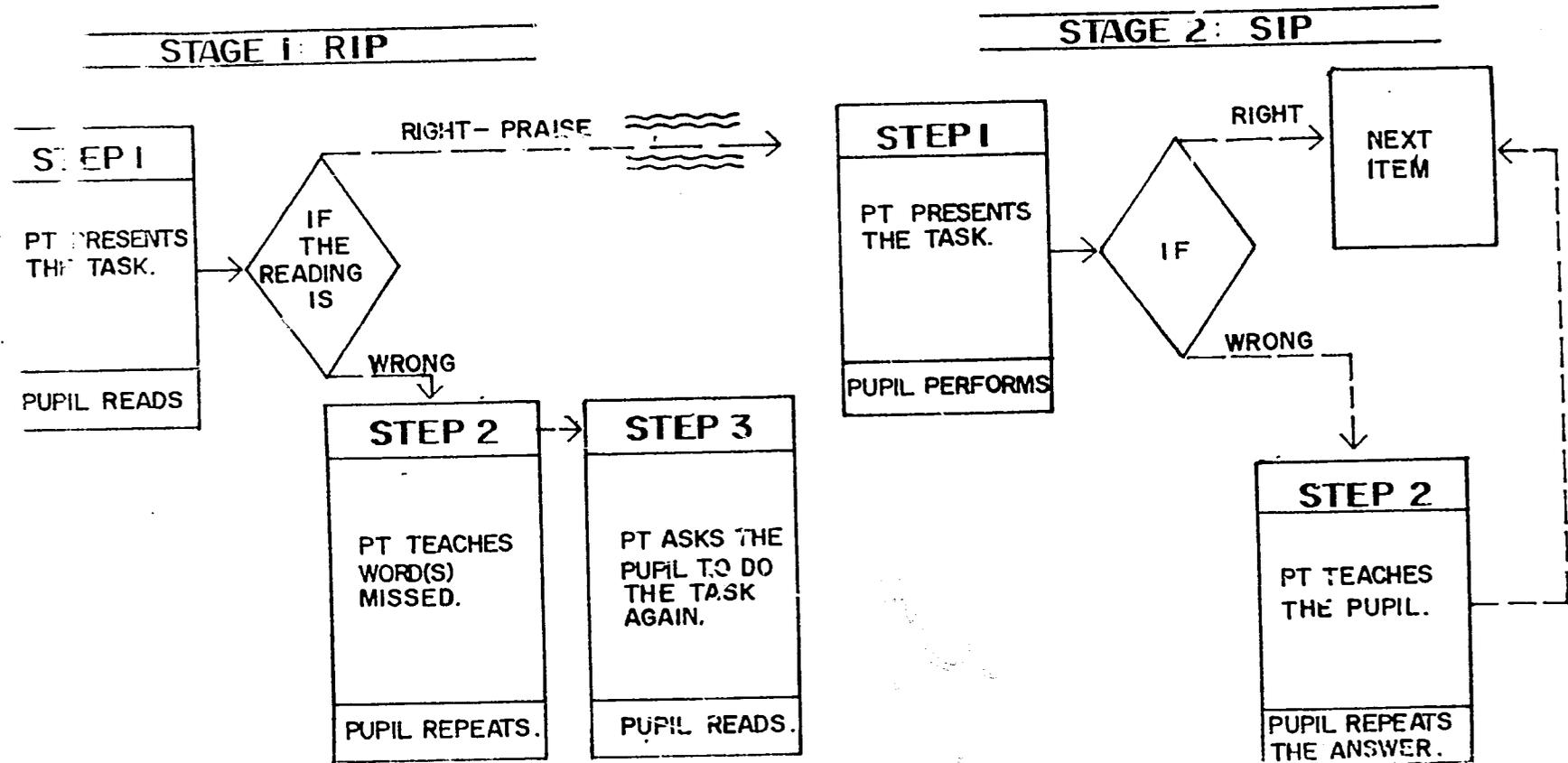
CIPG

COMPREHENSION ITEM PROGRAM FOR GROUP



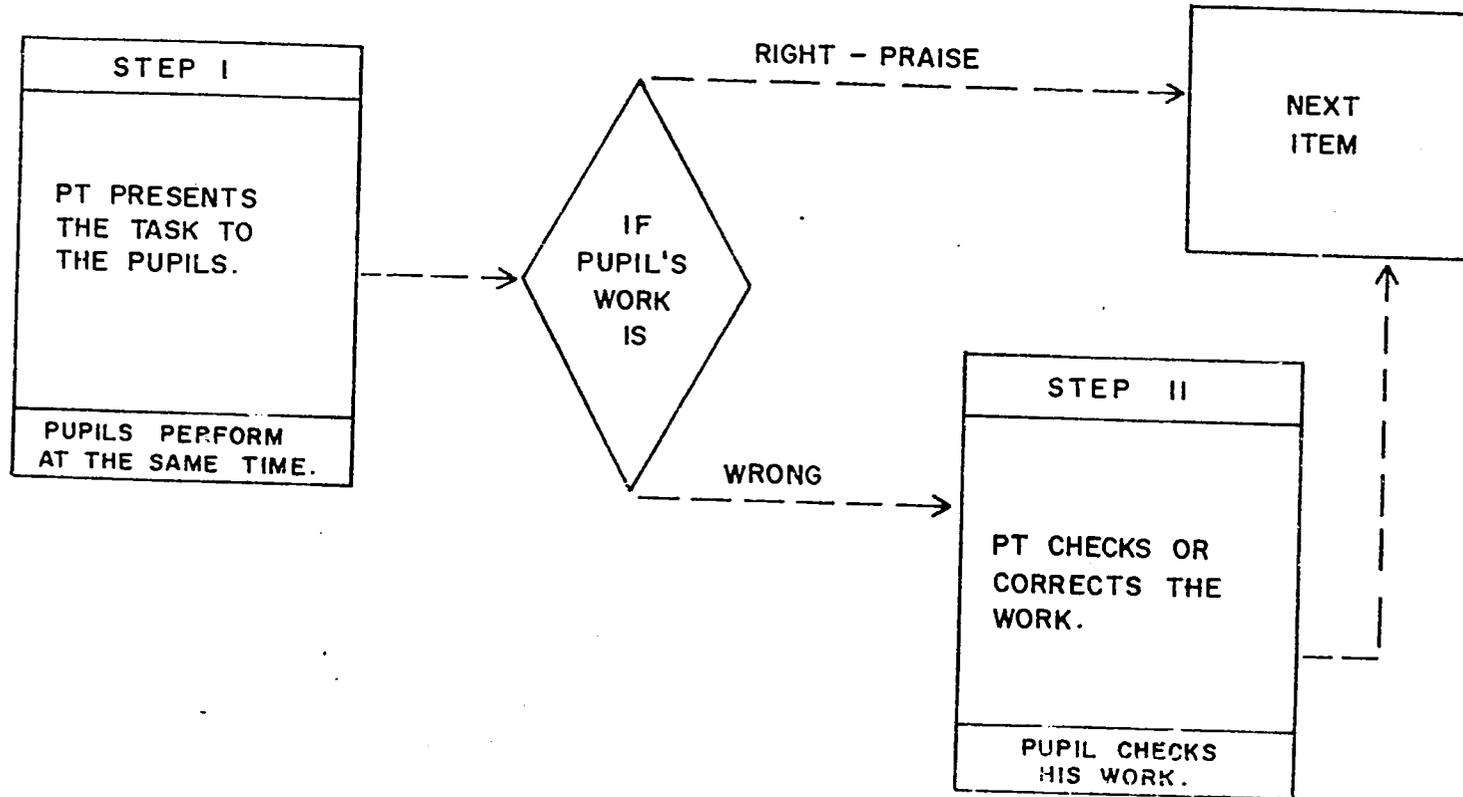
CIP

COMPREHENSION ITEM PROGRAM



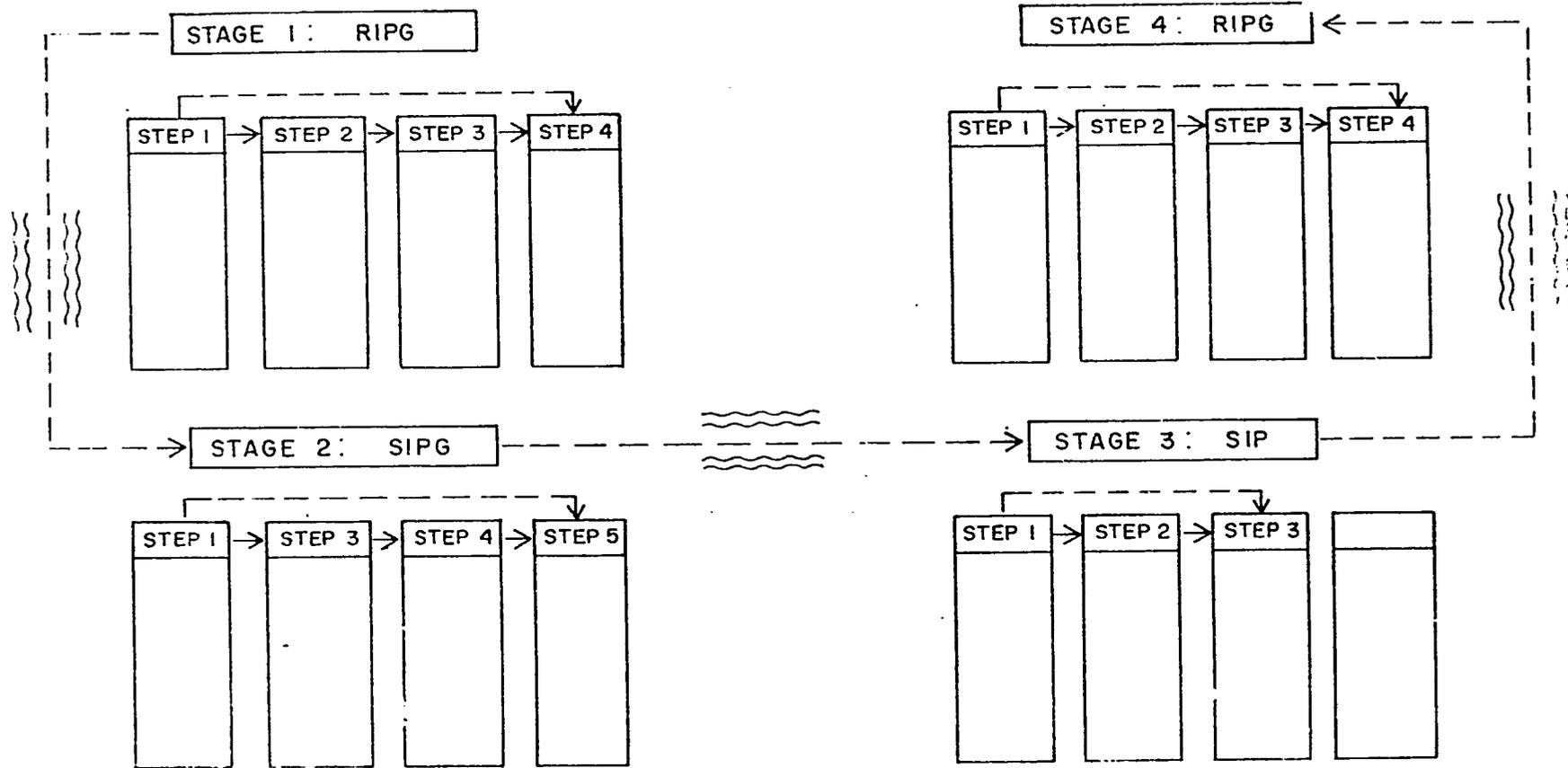
WP

WRITING PROGRAM



CHAIN PROGRAM

CHAIN PROGRAM FOR SOLVING PROGRAMS

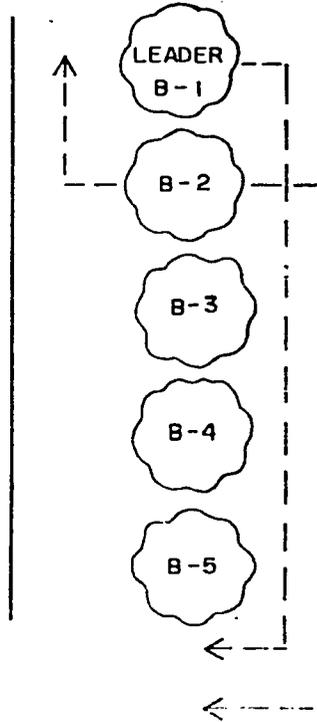
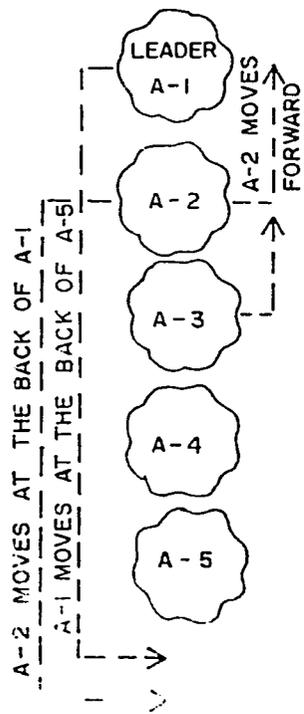


RGP

REVIEW GAME PROGRAM

PT

SCORE (TARGET) = 30 POINTS



TEAM A

TEAM B

ROSAL

DAHLIA

五 - 五 - 五

五 - 五 - 五 -

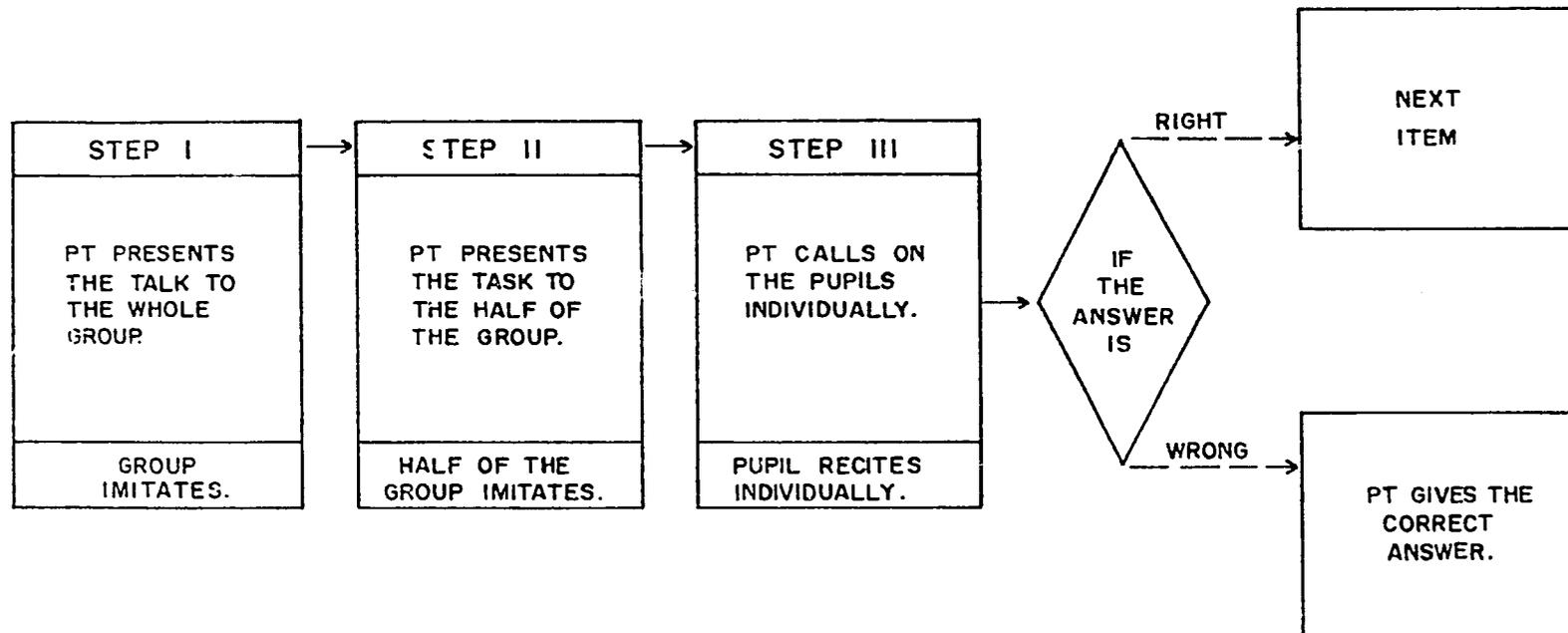
五 - 五 - 五

五 - 五 - 五 = 27

30

GTP

GROUP TEACHING PROGRAM



LIST OF MODULES AND TITLES

LEVEL I:

MODULE NUMBER

TITLE/LESSON NUMBER

<u>MODULE NUMBER</u>	<u>TITLE/LESSON NUMBER</u>
1	Lessons 1 - 21
2	" 22 - 43
3	" 44 - 65
4	" 66 - 87
5	" 88 - 110
6	" 111 - 133
7	" 134 - 155
8	" 156 - 178
9	" 179 - 202
10	" 203 - 227
11	" 228 - 252
12	" 253 - 276
13	" 277 - 300
14	" 301 - 323
15	" 324 - 347
16	" 348 - 370
17	" 371 - 394
18	" 395 - 416

LEVEL II:

19	" 417 - 438
20	" 439 - 459
21	" 460 - 480
22	" 481 - 500
23	" 501 - 521
24	" 522 - 542
25	" 543 - 563
26	" 564 - 584
27	" 585 - 606
28	" 607 - 627
29	" 628 - 647
30	" 648 - 668
31	" 669 - 688
32	" 689 - 707
33	" 708 - 727
34	" 728 - 747
35	" 748 - 766
36	" 767 - 785
37	" 786 - 806
38	" 807 - 827
39	" 828 - 846

LEVEL III. (1st Semester)

40	" 847 - 866
41	" 867 - 886
42	" 887 - 907
43	" 908 - 926
44	" 927 - 945
45	" 946 - 966
46	" 967 - 987

MODULE NUMBER

47	Lesson 988	- 1007
48	" 1008	- 1027
49	" 1028	- 1048
50	" 1049	- 1067

LEVEL III. (2nd Semester-Transition Modules)

MODULE NUMBER

51	Learning How to Use Peer Learning Modules
52	Pamamalaging Malinis
53	The Use of <u>A</u> and <u>An</u>
54	Plural Forms of Regular Nouns
55	Plural Forms of Irregular Nouns
56	Ang Mag-anak
57	Capitalization and Punctuation
58	Wastong Pagsulat na Pangngusap
59	Reading and Writing Four-Digit Numerals
60	Use of <u>This/That</u> and <u>These/Those</u>
61	Wastong Gamit ng <u>Ito</u> , <u>Iyan</u> , at <u>Iyon</u>
62	Learning About Pronouns
63	Using Some Verbs
64	Mga Pandiwa
65	Addition of 2-and 3-Digit Numerals
66	Writing Longer Sentences Using Can and Can't
67	Multiplication of Two and Three Digit Numbers
68	Forming Correct Sentences
69	Pagbubuo ng Pangngusap
70	Mga Institusyong Panlipunan
71	Mga Tungkulin ng Isang Nabuting Mamamayan sa Tahanan, Sa Paaralan, at sa Pamayanan
72	Suffixes
73	<u>What</u> and <u>How</u> Questions
74	Pagsagot ng mga Pananong na <u>Ano</u> , <u>Ano-ano</u> , <u>Sinu-sino</u>
75	Solving Multiplication Problems
76	Use of Apostrophe
77	Antonyms and Synonyms
78	Magkakasalungat at Magkakasingkahulugan
79	Division of Two or Three-Digit Numerals with One-Digit
80	Pangangalaga sa Buhok, mga Mata, Tainga, Kamay, at Paa
81	Like and Unlike Fraction
82	Observations
83	<u>Whose</u> and <u>Which</u> Questions
84	Alin at Kanino
85	<u>Where</u> and <u>When</u> Questions

86	Mga Pananong na <u>Saan, Nasaan, at Kailan</u>
87	Measuring Objects in <u>Millimeters, Centimeters</u>
88	Telling Time (To the Minute)
89	Iba't ibang Pamayanan ang Bumubuo sa ating Bansa
90	Surface Features of the Earth

LEVEL IV:

91	Ang Pagpapaulad at Pangangalaga ng mga Likas na Kayamanan sa Pilipinas
92	<u>Why and How Questions</u>
93	Mga Pananong na <u>Bakit at Paano</u>
94	Mahahalagang Pangangailangan
95	Ang mga Pamayanan ng mga Bansa
96	Comparison and Classification
97	Living and Non-living Things
98	Getting the Main Idea
99	Pangunahing Kaisipan
100	Common and Proper Nouns
101	Ang Pangngalan
102	Capitalization
103	Abbreviations
104	Kinds of Plants
105	A Plant: Its Parts and Functions
106	Flowers and Seeds: Their Parts and Functions
107	Food from Plants
108	Reading and Writing Big Numbers
109	Getting the Meaning through Picture & Center-Plans
110	Pagkuba ng Kahulugan
111	Paggawa nang Sama-sama sa pamamagitan ng Samahan ng Nagkakaisang mga Bansa
112	Pagkakaibigan ng mga Bansa sa pamamagitan ng Iba't Ibang Pandaigdig na Gawain
113	Uses of Plants
114	Useful Animals
115	Animal Reproduction
116	Mga Kaulalian at Tradisyong Pilipino
117	Ang Pamamagitan Pilipino
118	Panlipunang Disiplina
119	Alphabetizing
120	Pag-aayos ng mga Salita nang Pa-Abakada
121	Order of Numerals
122	Using a Dictionary to Locate Information
123	Addition of Whole Numbers
124	The Parts of a Book
125	Ang mga Kapatid Nating Pilipino
126	Subtraction of Whole Numbers
127	Palebigkasan
128	Silent Letters
129	One-Step Word Problems in Addition and Subtraction
130	Parts of a Sentence

131	Ang Bahagi ng Pangunahing
132	Two-Step Word Problems Involving Addition and Subtraction
133	Kinds of Sentences
134	Mga Uri ng Pangunahing
135	Properties of Multiplication
136	Uses of the Comma and the Colon
137	Mga Gamit ng Kuwit
138	Factors: Prime and Multiples
139	Words with Multiple Meanings
140	Kinds of Motion
141	Rotation and Revolution
142	Friction a
143	Syllabication
144	Pagpapantig
145	Compound Words
146	Mga Salitang Tambalan
147	Multiplication of Whole Numbers
148	Building Words with Roots and Affixes
149	Mga Panlapi
150	Mga Gamit ng Gitling
151	The Sun and its Family
152	Writing Paragraph
153	Ang Aking Talambuhay (Isang Katha)
154	The Meaning and Properties of Division
155	Ang Aking Alaga (Katha)
156	Theme Writing: "My Family"
157	Long Division
158	Ang Panbansang Awit
159	Ang Panatang Makabayan
160	Enjoying and Understanding a Poem about Nature
161	Using the Correct Form of the Verb in the Present Tense
162	Mga Tuntuning Pantuklas
163	Verbs: Their Present and Past Forms
164	Mga Impluwensiyang Dayuhan sa Kulturang Filipino
165	Simple Past Forms of Irregular Verbs
166	Composition Writing: <i>A Sunday to Remember</i>
167	Ang Bagong Salitang Batas ng Pilipinas
168	The Divisibility Rules
169	Ang Pagpapahayag ng Kilos o Gawa sa Iba't Ibang Panahon
170	Pagbubuo ng mga Tawid sa Tulong ng Paulapinag <u>Mag</u>
171	Mga Karapatan at Tungkulin ng Isang Manamagang Filipino
172	Isang Karanasan (Katha)

LEVEL V:

173	Using <u>Has</u> and <u>Have</u> to Help Other Verbs
174	Following Directions
175	Word Problems Involving Multiplication and Division

176	Writing Longer Sentences Using <u>And</u> and <u>When</u>
177	Verb Forms to Express Future Action
178	Labanan Natin ang mga Mikrobyo
179	Needs of Plants
180	Plant Reproduction
181	Ang Iba't ibang Anyo ng Pandiwa na Cinagamitan ng <u>In</u>
182	Isang Sabadong Kawili-wili (Isang Katha)
183	Writing Words that Show Possession
184	Weight Measures
185	Measures of Capacity
186	Learning About Count and Mass Nouns
187	Mga Pangngalang Di-nabibilang
188	Words to Use with Count and Mass Nouns in Answering Some Questions
189	Tlan at Magkano
190	Writing Decimals in Words and in Figures
191	Some Special Singular and Plural Nouns
192	Bakit Mahalaga ang mga Buwis sa Isang Demokrasya
193	Mga Tungkulin ng Pamahalaang Lokal at Pamahalaang Pambansa
194	Mga Sakit na Kakahahawa
195	Addition and Subtraction of Decimals
196	Word Problems Involving Addition and Subtraction of Decimals
197	Personal Pronouns
198	Ang mga Salitang Magagamit sa Halip ng Pangalan ng Tao
199	Paguo Hapuanatili ng Bansa ang Katahimikan at Katibayasan
200	Pangangalala sa Kalusugan ng Pamayanan
201	Paano Pinangangalagaan ng Iba Nating Batas ng mga Imahinyan
202	Learning About Possessive Pronouns
203	Mga Salitang Nagpapahayag ng Pag-aari
204	Indefinite Pronouns
205	Panghalip na Pamatli
206	Multiplication and Division of Decimals
207	Word Problems Involving Multiplication and Division of Decimals
208	Affirmative and Negative Statements
209	Negative and Affirmative Statements, Questions and Tags
210	Writing a Letter of Invitation
211	Ang Pagsulat ng Liham na Pasasalamat
212	Learning About Fractions
213	Learning About Adjectives
214	The Three States of Matter
215	Matter; Its Properties and Its Physical and Chemical Changes
216	Factors that Promote Growth
217	Ang Pilipinas at ang mga Pilipino
218	Using Two-Word Adjectives
219	Ang Mga Salitang Paglalarawan
220	Learning More About Antonyms
221	Mga Salitang Maskakabaligtad ang Kahulugan

222	Kinds of Fractions
223	Mga Sistema ng Pamahalaan
224	More About Synonyms
225	Mga Magkasing Kahulugan
226	Homonyms
227	Addition of Fractions
228	Magnetism
229	What Can Electricity Do?
230	Two Kinds of Connections
231	Light
232	Sound
233	Reading Charts and Graphs
234	Subtraction of Fractions
235	Using Adverbs of Time and Place
236	Adverbs of Frequency and Manner
237	Pagkilala sa Pang-abay
238	Pag-aaral Tungkol sa Globo
239	Weather and Climate
240	Rain Formation and Typhoons
241	Figurative Expressions (Simile and Metaphor)
242	Word Problems Involving Addition
243	and Subtraction of Fractions
243	Reasoning
244	Mga Tugma at mga Bugtong
245	Making Comparison
246	Paghahambing ng mga Pang-uri
247	of Fractions
248	An Enjoyable Christmas (A Friendly Letter)
249	Ang Liham ng Nag-aanyaya
250	Ang Sistema ng Kalansay
251	Division of Fractions
252	Prepositions
253	Ang Programa ng Panlipunang Pagpa-paunlad sa Pilipinas
254	Word Problems on Multiplication and Division of Fractions
255	Composition Writing: Writing a Description
256	Ang Aming Tahanan (Katha)

LEVEL VI:

257	Words that Limit Meaning
258	Ang Pagbabago ay Nagdudulot ng Pagsulong at pag-unlad
259	Changing One Unit of Measure to Another and Finding the Perimeter
260	Two-Word Verbs
261	Ang mga Bahaging Ginagampanan ng mga Mamamayan sa Pagsasagawa ng Pagbabago
262	Cause-Effect Relationships
263	Dahilan at Bunga
264	Grouping Animals
265	How Animals Adapt to their Surroundings

256	Understanding the Theme of a Story
257	Mga Dakilang Lalo
258	Finding the Area of Plane Figures
259	Ang Sistema sa Paghinga
270	Ang mga Tungkulin ng Pamahalaan sa Pangkabuhayan at Panlipunang Pagbabago
271	Paano Maangkop ang Tao sa Kanyang Kapaligiran
272	Household Pests
273	Getting Proofs for Given Statements
274	Paggawa ng mga Pagbabago sa Kapaligiran
275	Ang mga Likas na Kayamanan ng Bansa
276	Ratio and Proportion
277	Food Chain
278	How Living Things Help Each Other
279	Promukasyon
280	Literal and Implied Meaning
281	Malina's Pasyalen ang Pilipinas
282	Joining Sentences and Ideas
283	Mga Salitang Pandugtong
284	Ang Pagkakasunod-sunod ng mga Pangyayari
285	Mga Rehiyong Agrikultural ng Pilipinas at ang kanilang mga kapaki-pakinabang na industriya
286	Iba Pang Kapaki-pakinabang na Industriya sa Pilipinas
287	Ang mga Yaman-tao Bilang Isang Salik sa Pangkabuhayang Pag-unlad
288	Ang Teknolohiya ay Makatutulong sa Pag-unlad
289	Expressing Things by the Hundreds
290	Pagbibigay ng Panuto
291	Inviting a Friend to Come and See the Philippines
292	Simple Machines
293	Sumang-samang Paggawa Para sa Pang- kabuhayang Pag-unlad at Pag- sulung
294	Drawing Inferences
295	Pagtatapos ng Kuwento
295	Mas Nabuting Pamamahay sa pamamagitan ng mga Pagbabagong Pang- kabuhayan at mga Mastong Saloonia
297	Balanced and Unbalanced Forces
298	Drawing Conclusions
299	Ang Pagsulong at Pag-unlad ng Balayang Sosyalistang Bansa
300	The Correct Use of Some Trouble- some Words
301	Points, Lines, Angles
302	Words that Signal Comparison or Contrast Relatives

303	Facts and Fancy
304	Katotohanan o Opinyon
305	My Favorite Hero (A Written Composition)
306	Polygons
307	Evaluation and Judgment
308	Ang Sistema ng Dihestiyon at ang mga Bahagi ng Katawan na Gumaganap sa Pagpapalabas ng Iba't Ibang dumi sa Katawan
309	Measuring Temperature
310	Expansion of Liquids
311	Effects of Heat on Solids
312	Expansion of Gases
313	Making a Summary
314	Ang Aking Kaibigan (Katha)
315	Centrifugal and Centripetal Forces
316	Moon and Tides
317	Making Outlines
318	Paggawa ng Balangkas
319	Katha: Pista sa Aming Bayan
320	The Circle
321	Making Announcement
322	Paggawa ng Patalastas
323	Direct and Broken Quotations
324	Indirect Quotation
325	Spatial Figures
326	Using Hope and Wish
327	Writing Composition: My Ambition
328	Ang Sistema sa Sirkulasyon ng Dugo
329	Understanding Proverbs and Fables
330	Salawikain
331	Perceiving Relationships
332	Stars
333	Sending Telegrams

KASANAYAN SA PAGGAWA

MODULE NUMBER	TITLE
1	Pagtatanim ng mga Gulay
2	Paghahanda ng Punlaan at Pagpupunlaan
3	Paghahanda ng Paghahalamanan
4	Paghahanda ng Lupang Pagtatamnan
5	Paglilipat, Pagpapatikas, at Pagtatanim ng mga Punla sa Kamang-Taniman
6	Pangangalaga sa Gulayan
7	Pagkain ng Halaman
8	Pagsugpo sa mga Peste at Sakit
9	Pag-aani
10	Pagpipili ng Binhi
11	Plano ng Halamanan
12	Plano sa Pagtatanim Para sa Masinsinang Paghahalaman
13	Paggawa ng Halamanan sa Tahanan

14-A	Foltri sa Likod-bahay
14-B	Pag-aalaga ng Baboy sa Likod-bahay
14-C	Pag-aalaga ng Kombine
15	Paghahanda ng Haiseri at Pagpapatubo ng mga Halaman
16	Paggawa ng Narseri
17	Pagpapatubo at Pagtatanim ng mga Halalaking Buto at Sanga ng Halamanan
18	Pagpapatubo ng mga Halaman sa Pama- maitan ng <u>Asexual Propagation</u>
19	Mga Taart at Record
20	Sining Pang-Industriya
21	Mga Pamantayang Guhit
22	Paglalarawan ng Bagay sa Pamama- gitan ng "Cabinet Drawing"
23	Baha-bahaging Paglalarawan (Orthographic Drawing)
24	Larawang-Guhit ng Proyekto
25	Paggawa ng Walis at Tinting
26	Paggawa ng mga Butil na Yari sa Eapel (Eoper Beads)
27	Kurtinang-Yari sa Palat ng Mais
28	Mga Proyektong Yari sa Kawayan
29	Paggawa ng Basket at Trey ng Prutas
30	Paggawa ng Pamaskong Parol at Palamuti sa "Christmas Tree"

SINING PANTAHANAN

1	Mga Gawain: Palaro
2	Mga Layusin, Mga Pinagkukunan at Pangangasiwa
3	Paggawa ng Epron
4	Minandal
5	Pagbuhugas ng mga Tingnan at Kasangkapan sa Pagkain at Pagluluto
6	Paghahanda ng mga Gulay
7	Paghahanda ng Minandal
8	Paggawa ng mga Katutubong Piliing Pagkain (Native Delicacies)
9	Ang Bahay
10	Mga Kurtina
11	Pag-aayos ng mga Bulaklak
12	Mga Pisikal na Pangbabago sa Panahon ng Pagdadalaga
13	Pangangalaga sa Sariling Kalu- sugan sa Panahon ng Pagdadalaga
14	Pagpapalau ng Pagkain
15	Wastong Asal sa Hapag-Kainan at Wastong Paraan ng pagdudu- lot ng Pagkain

16	Pagluluto ng Pananghalian o Hapunan
17	Ilang Madadaling Paraan ng Pag-imbak na Packain
18	Wastong Panamit: Hea Salik na Dapat Isasalang-alang
19	Pagkukumpuni ng mga Kasuotan
20	Paglalaba ng mga Damit
21	Paggawa ng Damit na Pemasok sa Paralan
22	Kulay at Disenyo
23	Pagbuburda
24	Paggawa ng Panggitnang Palamuti sa Hosa

ADVANCED MODULES

<u>MODULE NUMBER</u>	<u>TITLE</u>
LEVEL III:	
51-A	Counting by 3's and 4's
52-A	Picture Graphs
53-A	Roman Numerals
54-A	Pronouncing S-ending of Words
59-A	Pagbasa at Pagsulat ng mga Bilang
60-A	Pagiging Magalang
71-A	Making and Acknowledging Introductions
71-B	Pagpapakilala
71-C	Using the Telephone
71-D	Pakikipag-usap sa Telepono
80-A	Describing and Making Sets
85-A	Finite and Infinite Set
89-A	Union of Joint and Disjoint Sets
90-A	Ancient Plants and Animals
90-B	Intersection of Sets
LEVEL IV:	
92-A	Pagpapangkat
94-A	Properties of Addition
96-A	Venn Diagram
97-A	Layers of the Earth
100-A	Ang May-anak at mga Kamag-anak
108-A	Reading and Writing Big Number
121-A	Notation of Bases
121-B	Addition of Bases
121-C	Subtraction of Bases
123-A	Integers
129-A	Learning About Expressions and Sentences
136-A	Zeros in Factors and Estimating Products
143-A	Pagbaybay
151-A	Galaxies
155-A	Division Using the Partial Quotient Method

LEVEL V:

174-A	Pangunang Lunas
175-A	Systems of Numeration
180-A	Adaptive Structure and Protective Adaptation of Plants
185-A	Measures
191-A	Concrete and Abstract Words
193-A	Ang mga Bates ng Filipinas sa Ulat ng Bagong Lipunan
209-A	Using <u>Still</u> and <u>Anyways</u> Used to and <u>Usually</u>
214-A	Matter its Particles and Atomic Structure
241-A	Figurative Expressions (Personi- fication and Exaggeration)
241-B	pagpapahalaga ng Isang Tula
218-A	Ang Pisikal na mga Katangian ng Tao
233-A	Interpreting a Schedule
244-A	Prediction
245-A	Writing Formal Letters
245-B	Pagsusulat ng Liham Pagbati
246-A	Wastong Paglilibang
253-A	Using a Library
254-A	Filing Out Forms
255-A	Tracing Routes
258-A	Pagsulong at Pag-unlad sa Panamagitan ng Demokratikong Kahaluyan
261-A	Pagpapalano ng mga Paraan ng Pagsasa- gawa ng mga Pagbabago sa Bagong Lipunan
261-B	Pagtupad ng Timplatin sa Pagsasa- gawa ng mga Pagbabago sa Lipunan
262-C	Verbal Clues
266-A	Composition: A picture Study
266-B	Classification of Plants
275-A	Sea Resources
276-A	Scale of Drawings and Maps
278-A	Man and His Environment
282-A	Isolating Details in a Story
285-A	Reading a Newspaper
291-A	Using a Encyclopedia
303-A	Muling Pagkukuwento: "Ang Unang Pasko"
306-A	Triangles and Quadrilaterals
306-B	Congruence
313-A	Mood of a Story or a Poem
320-A	Finding Areas
321-A	Writing Notes of Thanks and Notes of Congratulations
322-A	Liham na Nakikidalaubhati
325-A	Isometric Drawing
326-A	Finding Volumes of Spatial Figures
328-A	Iba't ibang Sentro ng Gawaan sa Kusina

329-A Mga Bagay na Yari sa Buli
330-A Mga Bagay na Yari sa Bao ng
Niyog
331-A Ang mga Maunlad at Papaunlad
na mga Bansa sa Daigdig
331-B Mga Bagay na Yari sa Kahoy
332-A Mga Bagay na Yari sa Alambre
at Lata

MGA MANWAL

Manwal sa Pagluluto
Manwal sa Pananahi
Manwal sa Agrikulturang Pang-elementarya
Manwal sa Sining Pang-Industriya

BOOKLETS

Mathematics Booklets for Modules 1- 12
English and Mathematics Booklet 1 (Mod. 13-18)
English and Mathematics Booklet 2 (Mod. 19-39)
English and Mathematics Booklet 3 (Mod. 40-50)

Unang Buklet sa Filipino para sa Modules 9-18
Ikalawang Buklet sa Filipino para sa Modules 19-39
Ikatlong Buklet sa Filipino para sa Modules 40-50