



Reinforcing Effective Literacy Instruction in Grade 2 Classrooms: Trainer's Guide

CONTENTS:

- **Session Guides**
- **Training Slides**
- **Handouts and Worksheets**



This belongs to _____ Contact No.: _____

Organization: _____ District: _____ Division: _____

ACKNOWLEDGMENTS

This Trainer’s Guide on Reinforcing Effective Literacy Instruction in Grade 2 Classrooms was produced in collaboration with the Department of Education and various reading specialists and education development professionals through USAID’s Basa Pilipinas Project.

Maria Beatriz Davalos is the lead author of the Guide, with contributions from Angeli Ludovico, Marianne Basoyang, Jodel Ampil, Diane Bagagnan, Riva Valles and Allyn Apace-Madriñan. The Guide also benefited from expert contributions from Dr. Felicitas Pado and members of the Basa Pilipinas Technical Working Group comprising officials from the Department of Education in the Divisions of La Union, San Fernando City, Ilocos Norte, Ilocos Sur, Cebu Province, Mandaue City, Bohol and Tagbilaran City.

The contents of this guide are the sole responsibility of the authors and do not necessarily reflect the views of the United States Agency for International Development (USAID) or the United States Government. Please direct questions or comments to info.basa@edc.org.

TRAINER'S GUIDE

TRAINING PREPARATION

1. Arrange the training space.
 - a. Divide the group into 6-7 subgroups. The subgroups must be spread out in the room so they can discuss freely without disturbing the other subgroups.
 - b. Each subgroup must list the names of their members, and think of a name for their group. The list of members will be posted near the door of the training room. Tell the participants that this will be their group for the entire training.
 - c. Throughout the training, participants will be asked to work in pairs and small groups. Each trainer will be responsible for 2-3 subgroups (depending on the number of participants in the cluster). After the pair or small group activity, each trainer holds a mini sharing with his/her participants. This is followed by a brief whole group sharing where each subgroup contributes one idea.
2. Use of PowerPoint (PPT) Presenter's View during the presentation and discussion of topics is highly recommended. The PPT Presenter's View allows presenters to see the slides projected on the screen, the rest of the slides, and the notes for the slide projected on the screen, while participants only see one slide. Below are the steps in adjusting the setting in your PowerPoint.
 - a. Connect your computer to the projector or secondary display. Power on the display and wait for it to show ready. Some projectors and monitors can take several minutes to warm up.
 - b. Click Presenter View in the Slideshow Bar. Then, press F7, choose "Extended" and click slideshow icon to be able to view the slide flashed on the screen, the notes for that slide, and the rest of the slides in the presentation.

Equipment:

- Laptop
- LCD Projector
- Sound System

Materials:

- Participant's Kit (notebook, pencils, ballpens, crayons/coloring pencils, Travel Reimbursement Form, Updated Basa Pilipinas Briefer, Handouts, LRMDS Briefer)
- Manila paper
- Metacards
- Markers
- Adhesive/Double Sided Tape
- Scissors

DAY I

PRELIMINARIES

7:30 – 8:30 A.M. REGISTRATION, SIGN IN AND INTRODUCTORY ACTIVITIES

Slides 2-3 | General Administrative and Reimbursement Guidelines (C/O Field Team ALOs and FOs)

State the following:

Administrative Guidelines: Basa Pilipinas follows DepEd Rates on Local Travel (EO 298)

1. Fill out the Travel Reimbursement Form (TRF), and attach your transportation receipts.
2. Submit the TRF with attached receipts to the Basa Staff assigned to your cluster before 12:00 p.m. on Day 1.
3. Live-in participants must specify their arrival time upon registration on Day 1. They must also check-out at 12:00 p.m. on Day 3.
4. Actual daily transportation expenses will be reimbursed for live-out participants.
5. Meals are provided. Travel allowance will be reduced by the corresponding rate for meals provided.
6. Reimbursements will be paid starting at lunchtime until 4:00 p.m. on Day 3.

Slide 4 | Reminders

State the following:

Please remember to:

1. Sign attendance sheets daily
2. Acknowledge receipt of kits
3. Wear your name tag
4. Complete the following forms:
 - a. Participants Profile Form
 - b. Travel Reimbursement Form

8:30 – 9:30 A.M. OPENING PROGRAM AND PRETEST

Slides 5-8 | Opening Program

- National Anthem
- Prayer/Doxology
- Welcome Remarks

Special Note to the Lead Instructor: Basa Staff will facilitate this activity.

Slide 9 | Basa Pilipinas Program Overview

State the following:

In January 2013, USAID Philippines launched Basa Pilipinas (Read Philippines), its flagship reading project which seeks to improve the reading skills of one million early grade students by strengthening reading instruction for teachers, providing increased access to quality reading

materials, and building the capacity of the Department of Education (DepEd) to effectively implement the Language and Literacy component of its curriculum reforms.

Basa Pilipinas was developed and implemented in partnership with the Department of Education. It directly supports the Every Child a Reader Program (ECARP) and the Early Language Literacy program of DepEd.

Important to emphasize that Basa Pilipinas is a program of DepEd with support from the U.S. Government through USAID and the American people.

☐ Slide 10 | Geographic Reach

🧠 State the following:

The project is being implemented in eight school divisions covering the provinces of Ilocos Norte, Ilocos Sur, La Union, Cebu, Bohol and the cities of Mandaue, San Fernando and Tagbilaran. As requested by DepEd, Basa is also conducting a research to assess pupil developmental trajectories in reading between Grades 1 and 3 under the new MTB-MLE model. The scope for this study includes Tagalog-speaking regions, specifically Laguna in Region IV-A.

To date, Basa Pilipinas has reached over 1.6 million early grade students, trained 15,211 teachers and school heads and provided approximately 8 million teaching and learning materials.

☐ Slides 11 | IRI: Improved Reading Instruction

🧠 State the following:

- **Develop and deliver two cycles of training for Kindergarten teachers**

Basa will develop and deliver two cycles of training to approximately 4,000 Kindergarten teachers in the eight Basa-assisted divisions. The training will focus on implementation of effective reading strategies, and the use of Basa-developed materials for Kindergarten.

- **Provide refresher training to Grades 1, 2 and 3**

Basa has started providing refresher training for approximately 12,000 Grade 1 to 3 teachers in Basa divisions to reinforce the appropriate use of leveled readers and supplementary reading materials, pupil assessment, and management of guided reading sessions so that both girls and boys learn more effectively. We started with the Grade 3 teachers in October, now it's our Grade 2 teachers' turn. Next summer, we plan to train our Grade 1 teachers.

- **Provide post-training support to K–3 teachers through online coaching**

In order to ensure that teachers continue to practice and deepen their skills in effectively literacy instruction throughout the year, we will create a Facebook Group where we will regularly post training materials, tips and reflection questions to stimulate discussion around effective literacy instruction.

- **Pilot an intervention to assist teachers in providing remedial reading support to pupils**

In order to better address the specific needs of non-readers and struggling readers, Basa will pilot an intervention to assist teachers in providing additional targeted support to students during remedial reading time.

☐ Slides 12 | IR2: Improved Reading Instruction (cont.)

- **Institutionalize an online induction course for new K–3 teachers**
In May 2016, Basa provided a set of training materials, including materials used in the online pilot on effective literacy instruction for early grade teachers, to DepEd’s Teacher Induction Program (TIP). They are currently under DepEd review. Basa will continue to work with TIP to provide technical assistance as requested to help TIP-contracted teacher education institutions effectively deliver induction training, and to assist DepEd in conducting online coaching during the school year.
- **Develop and deliver an online blended learning course on literacy LACs**
Basa will also develop and deliver an online blended learning course for school heads and supervisors to reinforce the training they will receive on the use of the simplified SCOPE tool and to refresh concepts covered in previous face-to-face trainings on effective management of literacy LACs.
- **Provide training for all CID chiefs on effective literacy instruction**
As requested by DepEd, Basa will provide training for approximately 220 DepEd Curriculum and Instruction Division Chiefs which will cover basic concepts in literacy instruction for early grades, as well as the approach used in Basa-produced materials available online through LRMS. The training will enable CIDs to determine how they might use Basa-developed teaching and learning materials as well as teacher training materials to improve reading outcomes in their own divisions.

☐ Slides 13 | IR2: Improved Reading Delivery Systems

🗣️ State the following:

- **Design a simplified classroom observation literacy tool; provide required equipment and training for school administrators**
Basa will adapt the SCOPE-Literacy tool for use by school heads and division supervisors to help them assess classroom teaching practices and provide instructional support to teachers based on the results.
- **Conduct advocacy and outreach activities to promote early grade reading**
Basa will continue to work with DepEd to conduct activities during International Literacy Day (September 8), National Teachers’ Month (September 5 to October 5) and National Reading Month (November) to promote parental and community support for reading. Specific activities will be developed jointly with national and division DepEd leadership.

☐ Slides 14 | IR3: Improved Access to Reading Materials

🗣️ State the following:

- **Develop, procure and distribute developmentally-appropriate teaching and learning materials for Kindergarten level**
To support the alignment of Grades 1-3 with Kindergarten, as per the new curriculum, Basa will work with DepEd to develop, procure and distribute developmentally-appropriate teaching

and learning materials. We will provide materials for approximately 100,000 Kindergarten students in Basa divisions enrolled in the 2017/18 school year.

- **Facilitate leveling of supplementary readers and distribute to K–3 classrooms**
With the release of DepEd Order 53 s. 2016, schools are now able to use local funding to purchase supplementary reading materials for classroom libraries. Basa plans to conduct workshops on the criteria for categorizing texts by level of difficulty to assist divisions in making informed decisions on which books to purchase for their students. With this, Basa hopes to increase the number of supplementary readers for classroom libraries, within existing Basa schools.

☐ Slide 15 | EGRA

🗣️ State the following:

The EGRA instrument is designed to be a sample-based ‘system diagnostic’ measure. Its purpose is to document student performance on early grade reading skills in order to inform governments and donors regarding system needs for improving instruction. To be clear, as it is currently designed, EGRA is not intended for direct use by teachers. It is a tool for program implementers to assess improvements in pupils’ reading skills over time.

Source: EGRA Toolkit, 2009

☐ Slide 16 | Benchmarks

🗣️ State the following:

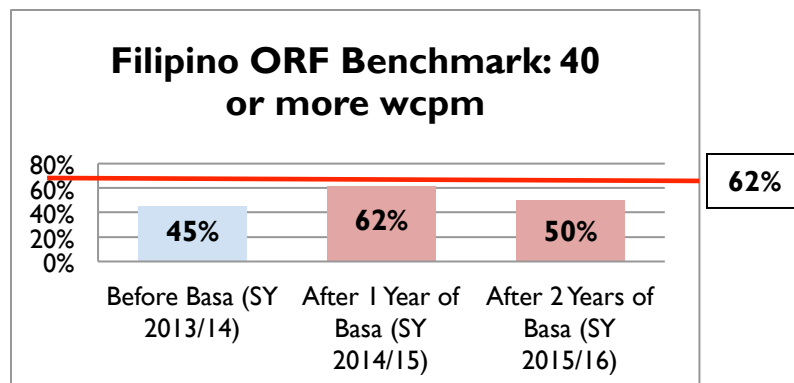
Basa has worked with the Department of Education to set Filipino fluency and comprehension benchmarks for Grade 2— **40 words correct per minute (wcpm) with 62% of pupils as target** and **60% reading comprehension with 36% of pupils as target**.

EGRA results show that after one year of Basa intervention, Grade 2 students meet the target 62% of pupils who can read 40 wcpm set for Oral Reading Fluency in Filipino.

EGRA Results show that after two years of Basa, roughly 50% of Grade 2 students are reading fluently in Filipino versus 45% of Grade 2 students before Basa.

Results also shows that Grade 2 students are reading slower after two years of Basa than after one year of Basa as reflected in the graph.

Overall, Grade 2 pupils perform better after Basa.



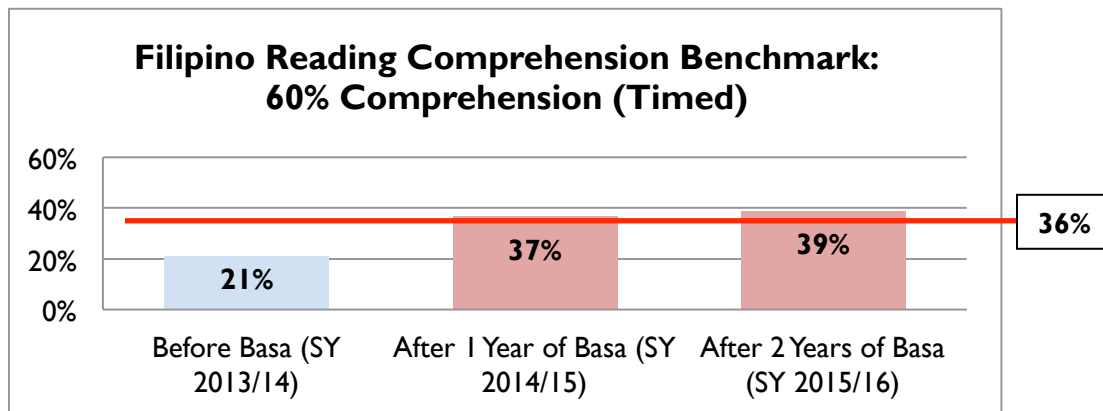
☐ Slide 17 | Benchmarks

🗣️ State the following:

EGRA results show that after 1 year of Basa intervention Grade 2 students exceeded the target 36% of pupils reading with 60% Comprehension.

EGRA results show that after two years of Basa intervention Grade 2 students exceeded the target set for Reading Comprehension by 3%.

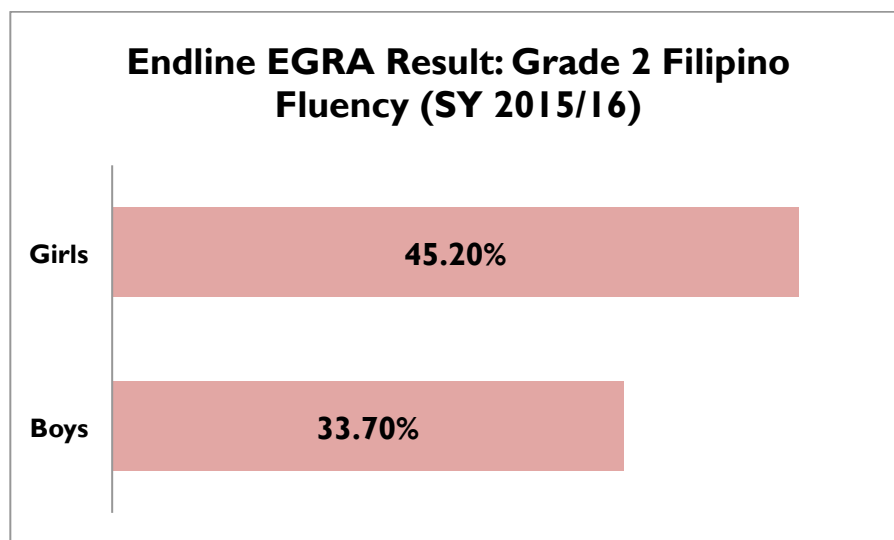
Overall, Grade 2 pupils performed better after Basa.



☐ Slide 18 | Gender Findings: Filipino Grade 2 EGRA (Fluency)

🗣️ State the following:

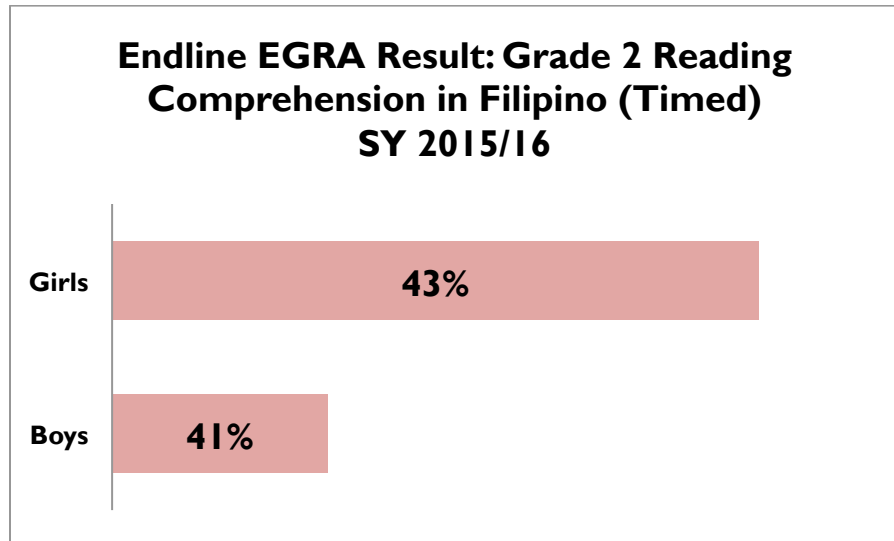
Data analysis found that girls, on average, continue to demonstrate far better EGRA results than boys. EGRA results for Fluency in Grade 2 Filipino shows that girls outperform boys by 11.5%. Girls got 45.2%, while boys got 33.7%.



☐ **Slide 19 | Gender Findings: Filipino Grade 2 EGRA (Reading Comprehension)**

🗣️ **State the following:**

EGRA results in Grade 2 Filipino Reading Comprehension (TIMED) Results shows that girls outperformed boys by 2%. Girls got 43%, while boys got 41%.



☐ **Slide 20 | Findings**

🗣️ **State the following:**

- EGRA results show that Grade 2 students still need support to improve their Oral Reading Fluency in Filipino.
- EGRA results show that Grade 2 students are doing well in Filipino Reading Comprehension after two years of Basa intervention.
- EGRA results show that girls still outperform boys.

☐ **Slide 21 | Next Steps**

🗣️ **State the following:**

As part of Basa continuing efforts to improve the reading skills of Filipino early graders, Basa is conducting **refresher trainings** that aim to reinforce effective literacy in the classroom and address the gap in the performance of girls and boys. The trainings focus on the Revised Teacher's Guides, Read Alouds, and Leveled Readers, which are discussed in greater detail. Basa Pilipinas will also provide **post-training support** thru Facebook, and technical school visits.

☐ **Slide 22 | The Training Team**

Introduce the team to the participants. The team includes the Trainers, Basa Staff and Training Support Staff.

☐ **Slide 23 | Pretest**

Distribute the Pretest to the participants. Give participants 5 minutes to answer; then, collect the papers and give them to the Basa Staff/Training Support Staff assigned to your cluster.

TRAINING PROPER

9:30 – 10:00 a.m. | BASA TRAINING OVERVIEW, SCHEDULE, AND HOUSE RULES

☐ **Slides 2-3 | Objectives**

🗣️ **State the following:**

During the training, we will:

1. Review effective instructional practices and the 14 Domains of Literacy; and
2. Re-examine the Revised Teacher’s Guides and prepare a Daily Lesson Log (DLL)
3. Discuss classroom assessment and gain a better understanding of the kind of assessment found in the Revised Teacher’s Guides.
4. Revisit the Read Alouds and the Leveled Readers and address common challenges encountered in using them; and
5. Share best practices to effective classroom management

☐ **Slides 4-6 | Training Schedule**

Present the Training Schedule to the participants.

DAY I

TIME	ACTIVITY
7:30 – 8:30 a.m.	Registration, General Administrative and Reimbursement Guidelines
8:30 – 9:30 a.m.	Opening Program
9:30 – 10:00 a.m.	Training Overview, Schedule, House Rules
10:00 – 10:30 a.m.	BREAK
10:30 a.m. – 12:00 p.m.	Topic 1: Review of Effective Literacy Instruction and the 14 Domains of Literature
12:00 – 1:00 p.m.	LUNCH
1:00 – 3:00 p.m.	Topic 2: Revisiting the <i>Revised Teacher’s Guides</i>
3:00 – 3:30 p.m.	BREAK
3:30 – 5:00 p.m.	Topic 3: The Daily Lesson Log (Part I)

DAY 2

TIME	ACTIVITY
7:30 – 8:30 a.m.	Registration and Introductory Activity
8:30 – 9:00 a.m.	Recapitulation
8:45 – 9:15 a.m.	Topic 3: Daily Lesson Log (Part 2)
9:15 – 10:00 a.m.	Topic 4: Classroom Assessment
10:00 – 10:30 a.m.	BREAK
10:30 a.m. – 12:00 p.m.	Continuation of Topic 4
12:00 – 1:00 p.m.	LUNCH
1:00 – 3:00 p.m.	Topic 5: Revisiting the <i>Read Alouds</i> and <i>Leveled Readers</i>
3:00 – 3:30 p.m.	BREAK
3:30 – 5:00 p.m.	Continuation of Topic 5

DAY 3

TIME	ACTIVITY
7:30 – 8:30 a.m.	Registration and Introductory Activity
8:30 – 9:00 a.m.	Recapitulation
9:00 – 10:00 a.m.	Topic 6: Sharing of Best Practices for Classroom Management
10:00 – 10:30 a.m.	BREAK
10:30 a.m. – 12:00 p.m.	Continuation of Topic 6
12:00 – 1:00 p.m.	LUNCH
1:00 – 2:00 p.m.	Wrap Up: Reinforcing Effective Literacy Instruction
2:00 – 3:00 p.m.	Closing Program

Slides 7-10 | House Rules

State the following:

Similar to what we do in our classrooms, we will set house rules for the training. Let's go through each one. Feel free to share your thoughts on the rules. You may also suggest rules that we can add to our list. Once we agree on the rules, we would ask you to make a pact with us to follow the rules until the end of the training.

HOUSE RULES

Before the Training

1. The cluster will be divided into 6-7 groups with 10-11 members (depending on the number of participants). This is will be the grouping for the entire duration of the training.
2. Write your group's name and the names of the members on a bond paper.
3. Assign a number to each member of the group. Don't forget your number. During recitation/presentations, sharers will be determined by the number assigned to them.
4. Put your things anywhere you like EXCEPT on the tables.
5. When you need to use the toilet, take a Bathroom Pass (BP) from the tray/table near the door. There will only be 4 BPs, so please WAIT FOR YOUR TURN.
6. Put your mobile in SILENT MODE. If you need to take a call, quietly step out of the room.

During the Training

1. This is a RISK-FREE Environment so if you have questions, ASK AWAY.
2. JOIN the discussion. We value your inputs.
3. Cooperate. Collaborate.
4. Take down notes. It helps you remember things.
5. NO WORKING BREAKS
6. Accomplish the **Ticket to Leave** before you go.

After the Training

1. Answer and submit the **Post Test** and **Training Evaluation Form**.
2. Thank your group mates and everyone who you have worked with.

Slide 11 | Watch out for...

State the following:

In the course of the training, we will be modelling strategies for **Classroom Assessment** and **Classroom Management** that you can use in your classroom. Later on, we will ask you about these strategies.

10:00 – 10:30 a.m. | BREAK

10:30 a.m. – 12:00 p.m. | REVIEW OF EFFECTIVE LITERACY INSTRUCTION AND THE 14 DOMAINS

Slide 13 | Objectives

State the following:

The objectives for this session are:

1. To review the design in the development of the *Revised Teacher's Guides* and *Leveled Readers*, and the selection of the *Read Alouds*; and
2. To make the connection between the 14 Domains of Literacy and the *Revised Teacher's Guides*

Slide 14 | Understanding the Big Picture

State the following:

Let's review the design in the development of the *Revised Teacher's Guides*, and *Leveled Readers*, and the selection of the *Read Alouds*.

The design begins with identifying the goal of literacy instruction and how we define an accomplished reader – children who can read and love to read. With that in mind, the “what” of instruction or objective of instruction is defined. In other words, the domains or components of literacy need to be addressed. Lastly, the *Revised Teacher's Guides* and the accompanying *Read Alouds* and *Leveled Readers* embody the approach to teaching literacy in a balanced manner.



☐ Slide 15 | Goal of Literacy Instruction

🗣️ State the following:

The goal of literacy is to **develop children’s reading skills**, and at the same time **instill in them the love for reading**.

☐ Slide 16 | The 14 Domains of Literacy

🗣️ State the following:

The 14 Domains of Literacy are components of literacy that teachers focus on to develop competent readers and writers. The 14 domains are laid out in the Department of Education’s (DepEd) K to 12 Curriculum.

THE 14 DOMAINS OF LITERACY

English	Filipino
Attitude towards Language, Literature and Literacy	Pagpapahalaga sa Wika at Panitikan
Oral Language	Wikang Binibigkas
Listening Comprehension	Pag-unawa sa Binasa
Book Print Knowledge	Kaalaman sa Aklat at Limbag
Phonological Awareness	Kamalayang Ponolohikal
Alphabet Knowledge	Kaalaman sa Titik ng Alpabeto
Phonics and Word Recognition	Palabigkasan at Pagkilala sa Salita
Spelling	Pagsulat at Pagbaybay
Grammar Awareness	Wika at Gramatika
Writing and Composing	Komposisyon
Fluency	Tatas
Vocabulary Development	Pag-unlad ng Talasalitaan
Reading Comprehension	Pag-unawa sa Binasa
Study Skills	Estratehiya sa Pag-aaral

☐ Slide 17 | Balanced Literacy Approach

🗣️ State the following:

Balanced Literacy Approach refers to “a set of instructional literacy practices which encompasses methods for teaching to the whole class, small groups, and individuals **according to need and interest**” (American Institutes of Research, 2009; Pressley, 2006; Cunningham, 2005). It gives equal

focus to Language and Word Study, Reading Instruction, and Writing instruction. The Read Aloud and the Leveled Readers are used to develop the children’s reading skills and writing and composition activities are used to deepen pupils’ understanding of text.

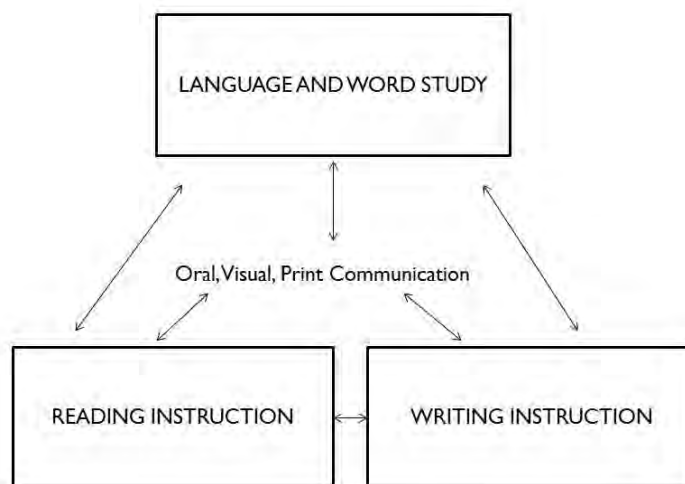
Language processes are reciprocal; that is to say that knowledge and skills in reading promote similar knowledge and skills in writing. Words are what a writer and reader exchange.

Understanding of the phonics, word structure (for example: finding the root word, using prefix and suffix), grammar, spelling and punctuation need to be included in an effective and balanced literacy program.

Balanced literacy is most effectively implemented through a set of Reading and Writing language lessons over time.

And throughout these lessons, we help our students build bridges between letters they know and letters they are learning, between words they know and words they are learning, between concepts they know and concepts they are learning.

Reference: N. Chiarelli, (2015), *Facilitator’s session guide for day 1: Training on effective literacy instruction, first training for grade 1 and 2*, 2nd Ed. Philippines, USAID.



Slide 18 | Gradual Release of Responsibility

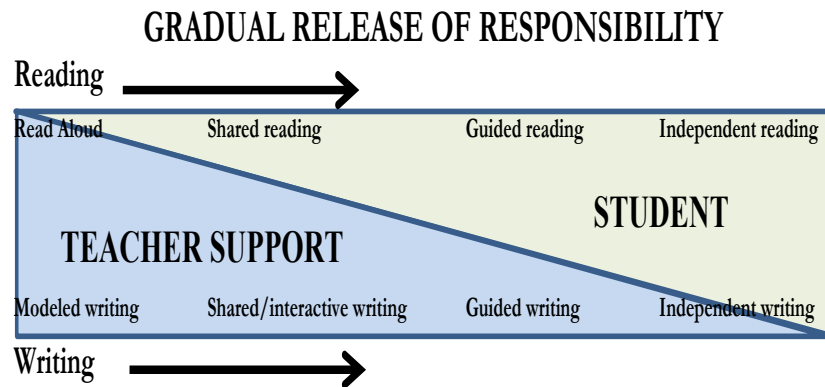
State the following:

At the center of the Balanced Literacy Approach is the concept of Gradual Release of Responsibility for learning, where teacher slowly transfer the responsibility for learning from him/her to the learners. This is achieved by following a well-planned comprehensive literacy program. The teacher implements a variety of activities and approaches to help pupils become independent and responsible learners.

Let’s look closely at the model. In the early stages of reading instruction, the pupil’s learning rests mainly on the teacher. As the pupil’s reading ability improves, the teacher’s role diminishes until such time that the pupil is able to read on his/her own (Independent Reading). The same principle applies to writing. In the early stages of writing instruction, the teacher directs pupil’s learning, as he/she demonstrates how writing is done. However, the teacher’s role eventually diminishes as the

pupil improves his/her writing ability and up to the point when the pupil can make compositions on their own (Independent Writing).

Gradual Release of Responsibility is achieved by following a well-planned comprehensive literacy program. The teacher implements a variety of activities and approaches to help pupils become independent and responsible learners.



☐ Slide 19 | Comprehensive Reading Program

🗣️ State the following:

As mentioned earlier, Gradual Release of Responsibility is achieved by following a well-planned comprehensive reading program. This comprehensive reading program has four approaches: Read Aloud, Shared Reading, Guided Reading, and Independent Reading.

Read Aloud

The teacher models or shows pupils what a good reader does when reading a text by demonstrating mental processes/reading strategies used to construct meaning by thinking aloud while **reading a book aloud** to the class.

Shared Reading

Teacher **reads a selection with the pupils** and in the process support pupils by reinforcing the use of reading strategies introduced to them. For example, teacher asks pupils to look at the illustration to help them read words they have difficulty reading, and understand what is happening in the story.

Guided Reading

Teacher gives pupils more responsibility by allowing them to read **a selection appropriate to their level** in small groups or individually. Teacher listens to pupils read and steps in only when pupils encounter challenges and need help. Pupils practice a comprehension strategy during discussion in a large group or in smaller groups with peers.

Independent Reading

Pupils work alone reading books by themselves, conferencing individually or in small groups with the teacher to make sure they are using a comprehension strategy correctly.

Throughout this process, pupils progress from having a great deal of teacher support to being independent learners. The teacher support is removed gradually as the pupils acquire the strategies needed to understand the text by themselves.



Slide 20 | The Quiz: 14 Domains of Literacy

State the following:

Facilitate review of topic thru a quiz. Give the definition of the domain targeted in each classroom situation after each one has been identified by participants, as well as concrete examples from the *Revised Teacher's Guide*.

Materials: PowerPoint Slides, metacards, and markers, scoreboard (written on a manila paper and posted in front of the room)

Instructions:

1. Give the participants three (3) minutes to write the domains of literacy on metacards (one metacard for each domain). They may refer to the RTG for the domains, and they can choose to write either English or Filipino. Ask them to write the full domain and not the abbreviation.
2. Classroom activities will be flashed on the screen. Read each classroom activity to the participants, and have them identify the domain developed in the activity.
3. Call on the number of the participant who will raise the metacard.
4. Check the groups' answers. Give groups 1 point for every correct answer they get. Record their scores on a scoreboard.
5. After the domain in each classroom activity is identified, give the definition of the domain (focus). Also, cite more examples from the Revised Teacher's Guides that develop that domain just discussed.

- After the short discussion of each domain, ask the participants to cite an activity that they do in the classroom that targets the specific domain. Only the first group to do their yell/cheer will be called to answer and will be given an additional 2 points. Ensure that the activity cited is appropriate for Grade 2. If other groups still want to share activities that they do in the classroom, they may do so but with no additional points.

☐ **Note to Trainer:** Explain to the cluster that more than one domain can be developed in one activity. Mention other domains that are developed in the given classroom activities. **Lastly, re-introduce the concept of “Integration” when you summarize the review after the game.**

Slides 21-48 | The Quiz: 14 Domains of Literacy

CLASSROOM ACTIVITIES	DOMAIN
<p>1. I ask them to choose their favorite story among the Read Aloud that they listened to and tell the class why they like it.</p>	<p>Focus: Attitude Towards Literacy, Language, and Literature/Pagpapahalaga sa Wika at Panitikan</p> <p>Definition: Having a sense of being a reader and developing individual choices of and tastes for texts to read for various purposes such as for learning or for pleasure</p> <p>🗣️ State the following: In a Balanced Literacy Approach, the goal is not only for children to learn HOW to read, but to LOVE to read. This also includes the openness of a reader to learn a target language.</p> <p>Other Domains: Oral Language</p> <p>Ex. Pupils reread their chosen Leveled Reader during Independent Reading Time.</p>
<p>2. After teaching them the correct use of the polite expressions, I ask them to use these correctly during dramatization.</p>	<p>Focus: Oral Language (in the target language)/Wikang Binibigkas</p> <p>Definition: One’s knowledge and use of the structure, meanings and uses of the language</p> <p>🗣️ State the following: It is important to let the pupils talk. Pupils who are not given opportunities to practice oral language will find it more difficult to learn to read.</p> <p>Other Domains: Grammar Awareness, Vocabulary Development</p> <p>Ex. Pupils share their experiences or stories they heard to their</p>

CLASSROOM ACTIVITIES	DOMAIN
<p>3. After I read the Read Aloud, I ask questions that help them recall important details or give the causes of certain events in the story.</p>	<p>classmates during Sharing Information/News.</p> <p>Focus: Listening Comprehension/Pag-unawa sa Napakinggan</p> <p>Definition: A complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the listener and the text</p> <p>Other Domains: Oral Language</p> <p>Ex. Pupils make inferences about the characters' feelings in the Read Aloud.</p>
<p>4. Before I read the Read Aloud, I ask them to talk about the cover of the book, ask them to try to read its title, the name of the author and the illustrator.</p>	<p>Focus: Book Print Knowledge/Kaalaman sa Aklat at Limbag</p> <p>Definition: Knowing and being acquainted with books and how print works.</p> <p>State the following: Readers have to know that every book has an author, and if it has pictures, it has an illustrator. Along with book knowledge is PRINT knowledge or the knowledge of how text works: it goes from left to right, top to bottom; words are separated by space or punctuation marks (i.e. comma); sentences start with a capital letter and ends with a punctuation mark (which depends on the kind of sentence i.e. Declarative, Interrogative, Imperative, and Exclamatory)</p> <p>Other Domains: Oral Language</p> <p>Ex. Teacher points out to pupils that a person reads from left to right, top to bottom.</p>
<p>5. After I read a poem, I ask them to tell me if the ending words in each line rhyme or not.</p>	<p>Focus: Phonological Awareness/Kamalayang Ponolohikal</p> <p>Definition: It is the ability to notice, think about, and work with the individual sounds in spoken words.</p> <p>State the following: It does not include identifying letters or reading the words. It involves listening to the sounds of words from the smallest unit (phonemes) to the bigger units (rhymes, syllables, onsets and rimes). Phonological awareness is purely a listening skill. This is important because pupils need to be</p>

CLASSROOM ACTIVITIES	DOMAIN
	<p>able to distinguish different sounds to put sounds together.</p> <p>Other Domains: Oral Language</p> <p>Ex. Pupils identify the initial or ending sound of given words.</p>
<p>6. I ask them to identify each vowel (ex. a, e, i, o, u), give its sound (short /a/, /e/, /i/, /o/, /u/), and write correctly its upper and lower case.</p>	<p>Focus: Alphabet Knowledge/Kaalaman sa Titik ng Alpabeto</p> <p>Definition: The ability to recognize, name, write, and sound out all the upper and lower case letters of the alphabet.</p> <p>Note to Trainer: <i>Emphasize that m, d, p, and b are not soundless.</i></p> <p>☛ State the following: This skill should not be neglected. According to literature, children whose alphabetic knowledge is not well developed have difficulty learning how to read. Hence, it is important to teach this domain especially to less skilled readers. Knowing the alphabet allows pupils to decode words easily (Phonics and Word Recognition), and do other tasks such as alphabetize words (Study Skills).</p> <p>Other Domains: Phonological Awareness</p> <p>Ex. Reviewing the consonants, naming and writing letters (uppercase & lowercase), sounding them out</p>
<p>7. I ask them to read correctly the words from the Leveled Reader that I introduced.</p>	<p>Focus: Phonics and Word Recognition/Palabigkasan at Pagkilala sa Salita</p> <p>Definition: The ability to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters in written language</p> <p>Other Domains: Fluency</p> <p>Ex. Pagpapabasa sa mga mag-aaral ng mga salita at parirala mula sa Leveled Reader bago nila ito basahin</p>
<p>8. I ask them to write correctly the words that they learned to read.</p>	<p>Focus: Spelling/Pagsulat at Pagbaybay</p> <p>Definition: Being able to convert oral language sounds into printed language symbols (letters)</p>

CLASSROOM ACTIVITIES	DOMAIN
	<p>☛ State the following: Some teachers ask, “Do we still accept invented spelling in Grade 2?” Generally, we accept invented spelling for newly-introduced grade level words. The concept behind accepting invented spelling is for the teachers to see if the pupils have, at least an idea on how the word is written. Note that we accept invented spelling, but we show the correct spelling of the word, afterwards.</p> <p>Ex. Spelling words from the Read Aloud</p>
<p>9. After giving sufficient examples, I ask them to use the verbs introduced to them in sentences.</p>	<p>Focus: Grammar Awareness/Wika at Gramatika</p> <p>Definition: The knowledge of language features and sentence structures in written language</p> <p>☛ State the following: It is important to remember that knowledge of grammar rules/structure is not only used when we compose sentences or paragraphs. It should also be used when we speak or communicate verbally.</p> <p>Oral grammar awareness is the ability to use one’s knowledge of grammar rules/structure in conversations. When pupils are unable to use grammar correctly in conversations, it is a sign that they haven’t mastered the skill yet.</p> <p>Other Domains:</p> <ul style="list-style-type: none"> • Oral Language • Spelling • Writing and Composing <p>Ex. Tukuyin ang pang-uri sa mga pangungusap sa Read Aloud</p>
<p>10. After reading a story about a boy with a magical chair, I ask them to prepare a birthday card for the boy.</p>	<p>Focus: Writing and Composing/Komposisyon</p> <p>Definition: Being able to formulate ideas into sentences or longer texts and represent them in the conventional orthographic patterns of written language.</p> <p>☛ State the following: An important point to remember is the difference of Composing from Handwriting and Copying. Composing is thinking and putting your ideas on paper. Handwriting, on the other hand, doesn’t involve formulating ideas. It is limited to forming letters on paper. Lastly, copying is</p>

CLASSROOM ACTIVITIES	DOMAIN
	<p>duplicating of letters and/or words from a model and putting them on paper. For beginning learners like your pupils, their drawings are considered as compositions even if it is not in the conventional, orthographic pattern of written language.</p> <p>A common misconception among early grade literacy teachers is that the learner needs to be as skilled reader before he/she is able to write or compose. We must keep in mind that reading develops writing, and writing develops reading. It is not necessary for learners to be skilled readers before they can do writing/composing activities. For example, if pupils practice how to write a word, they can better read the word and vice versa. Writing helps the pupils think deeper about what they have read.</p> <p>Lastly, writing/composing needs to be practiced. We should not expect the learners to be able to write on their own without prior experience in writing.</p> <p>Other Domains: Spelling</p> <p>Ex. Pagpapasulat sa mga mag-aaral ng Liham Pasasalamat</p>
<p>11. I ask them to read orally a paragraph in their Leveled Readers, instructing them to read the words accurately and with proper phrasing.</p>	<p>Focus: Fluency/Tatas</p> <p>Definition: The ability to read orally with <u>speed</u>, <u>accuracy</u> and <u>proper expression</u></p> <p>State the following: Without the burden of sounding all the letters to form the word, speed and accuracy will lead to comprehension. Proper expression is an evidence of comprehension. When checking for fluency, the pupils have to read orally, or out loud.</p> <p>Other Domains: Phonics and Word Recognition</p> <p>Ex. Pagpabasa ng tula nang may tamang bilis at ekspresyon</p>
<p>12. Before I read the Read Aloud, I pick out some words and expressions that I know they don't understand, use them in sentences, and ask them to</p>	<p>Focus: Vocabulary Development/Pag-unlad ng Talasalitaan</p> <p>Definition: Knowledge of words and their meanings in both oral and print representations</p>

CLASSROOM ACTIVITIES	DOMAIN
<p>pick out among the choices the synonym of the word.</p>	<p>State the following: This also includes the use of learned vocabulary in a structured environment (ex. Use new words or expressions learned in sentences during recitation) and in an unstructured conversation (ex. Use new words or expressions learned during play or conversation with friends).</p> <p>Other Domains: Oral Language Grammar Awareness</p> <p>Ex. Explaining words using facial expressions, gestures, context clues while reading the Read Aloud</p>
<p>13. After reading the Leveled Reader on their own, I ask them to identify events that happened in the story that show cause and effect.</p>	<p>Focus: Reading Comprehension/Pag-unawa sa Binasa</p> <p>Definition: A complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the reader and the text</p> <p>Other Domains: Oral Language</p> <p>Ex. Pupils make a story map using the information from the Leveled Reader.</p>
<p>14. I ask them to arrange ten words in alphabetical order.</p>	<p>Focus: Study Skills/Estratehiya sa Pag-aaral</p> <p>Definition: A general term for techniques and strategies that help a person read or listen for specific purposes with the intent to remember.</p> <p>Other Domains: Alphabet Knowledge</p> <p>Ex. Organize information gathered using a graphic organizer</p>

State the following:
More than one domain can be developed in one activity. There is, however, a focus which is the main domain being developed in the activity. This is most evident in the classroom activities discussed earlier.

☐ Slide 49 | Bridging

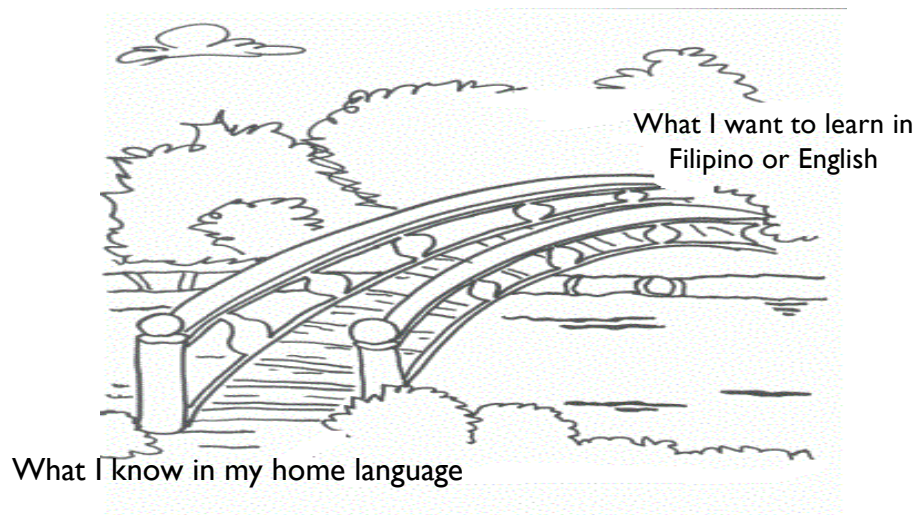
🗣️ State the following:

1. Bridging is a specific structured instructional moment when pupils transfer knowledge from one language to another. It is using everything you know about one language to learn another language. We explicitly teach “what is the same” and “what is different” in the Mother Tongue, Filipino, and English. By showing pupils how make this links or transfer, we make it easier for them to become better speakers, readers and writers all languages. And we don’t teach again a concept that is the same in one language to another.

Examples:

- If a child looks at a picture to decode a word in Filipino, he/she can still use this strategy to decode words in English.
 - If a child knows that he has to pause at a period when reading in Mother Tongue; then, he/she will most likely also pause at a period when reading in Filipino and English.
2. Bridging is not limited to translation.

Example: Grasshopper is called “tipaklong” in Filipino, and “dudon” in Ilokano. The concept highlighted in this example is nouns. Nouns are first introduced in Mother Tongue. The concept of nouns or naming words is taught later on in Filipino and English. Bridging happens when we are able to explain to pupils that **there are words that we use to name people, things, animals, and events** in all three languages.



☐ Slide 50 | Domains that are EASILY TRANSFERRED

🗣️ State the following:

There are domains that easily transferrable from one language to another. These are concepts/skills that are the same in Mother Tongue, Filipino and English. These domains are **Phonological Awareness, Book and Print Knowledge, Writing and Composing, Listening Comprehension, Reading Comprehension, Attitude towards Language, Literacy and Literature, and Study Skills.**

☐ Slides 51-52 | Domains that are **EASILY TRANSFERRED**

🗣️ State the following:

Examples

- **Book Print Knowledge**
Books in all three languages have titles, authors, and illustrators. Once pupils know how what those are in Mother Tongue, they will be able to point them out when reading books in Filipino and English. They only need to learn the terms used in Filipino (i.e. pamagat, may-akda, and taga-guhit).
- **Listening/Reading Comprehension**
Once pupils know how to make predictions for stories listened to or read in Mother Tongue, they can use the skill to make predictions in Filipino and English.
- **Phonological Awareness**
Once pupils learned how to identify rhyming words in Mother Tongue, they will be able to do so in Filipino and English.
- When pupils first develop an appreciation for books and reading in Mother Tongue, pupils will carry this appreciation when they encounter texts in Filipino and English. They are able to choose books they want to read.
- When pupils know how to use the Table of Contents in books in Mother Tongue, they can use the skill when looking for information on where to find the content of a book in the Filipino and English.
- The writing process is the same in three languages. Pupils only need to learn the vocabulary and the structure needed to express their ideas in the target language.

☐ Slide 53 | Domains that presents Opportunities for Bridging

🗣️ State the following:

There are also skills/domains of literacy that present opportunities for bridging in terms of teaching “what is the same” and “what is different.” These domains are **Alphabet Knowledge, Fluency, Phonics and Word Recognition, Spelling, and Grammar Awareness.**

☐ Slide 54 | Domains that presents Opportunities for Bridging

🗣️ State the following:

Examples

- **Alphabet Knowledge**
Mother Tongue, Filipino, and English have more or less the same letters of the alphabet. Transfer from Mother Tongue to Filipino is easy because the letters and sound of each letter are almost the same. Transfer from Filipino to English is different as to the sound of the letters (ex. Umaga vs. Umbrella). Once pupils know the letters that are similar in the Alphabet in

Language 1, 2 and 3, the teacher does not need to reteach the letters and the sound that are the same.

- **Phonics and Word Recognition**

The teacher introduces decoding strategies to help pupils read the words in a specific language. For example, a in the *late* is a long /a/ because letter “e” is added at the end of the word. The word is not read syllabically unlike in Filipino and Mother Tongue. It is the same with **spelling** where the word *cave* is not written as “keiv”; unlike in Filipino, where the rule is “kung ano ang bigkas, siyang baybay.”

- **Grammar Awareness**

In forming the past tense of verbs, you need to change the base form of the verb in both English and Filipino (same). You add nag- to the Filipino verb and you add –d or –ed to the English verb (different).

☐ **Slide 55 | Domains with LIMITED TRANSFER**

🗣️ **State the following:**

Every language has its own form and structure. Therefore, there are concepts and skills/domains of literacy that **are not transferrable** and **need specific teaching** in each language. These domains are Oral Language, and Vocabulary Development.

☐ **Slide 56 | Domains with LIMITED TRANSFER**

🗣️ **State the following:**

Examples

- **Oral Language**

Polite expressions are different for all three languages: Mother Tongue, Filipino, and English. The teacher needs to introduce these expressions to pupils and give them time and opportunity to practice using them.

- **Vocabulary Development**

Words and expressions have to be unlocked so pupils understand what they mean and know how to use them.

☐ **Slides 57-58 | In a Nut Shell**

Summarize discussion of the 14 Domains of Literacy

🗣️ **State the following:**

1. The Revised Teacher’s Guides and Leveled Readers were designed, and the Read Alouds were selected with the Goal of Reading Instruction, the 14 Domains of Literacy, and the Balanced Literacy Approach in mind.
2. More than one domain can be developed in one activity as clearly reflected in the Revised Teacher’s Guides.

3. There are Domains of Literacy that need specific teaching that can be bridged and are transferrable from one language to another.

12:00- 1:00 p.m. | LUNCH

1:00-3:00 p.m. | REVISITING THE REVISED TEACHER'S GUIDES

Slide 59 | A Story about Reading

State the following:

This afternoon we are going to revisit the Revised Teacher's Guide

1. To gain a better understanding of the content of the Revised Teacher's Guides; and
2. To address questions/concerns on the use of the Revised Teacher's Guides.

Slide 60 | A Story about Reading

Instructions:

1. Read "A Story about Reading" twice. In the first reading, ask participants to pretend to be characters and objects in the story.
2. Assign a character/object for each group. Ask the groups to think of an action and a sound that they will do when they hear their character mentioned in the story.

Group 1: DepEd


Group 2: USAID/Basa Pilipinas

Group 3: Curriculum

Group 4: Teacher's Guides

Group 5: Read Aloud/s

Group 6: Leveled Reader

 **Note:** *If there is a seventh group, assign Basa Pilipinas to them.*

3. While reading the story, pause for a few seconds each group time to do their actions and make their sounds.
4. Read the whole story again, and connect the events of the story to the background of the development of the Grade 2 Teaching and Learning Materials (i.e. Revised Teacher's Guides and Leveled Readers).

A long time ago, before there were any curriculum, teacher’s guides, Read Alouds, or Leveled Readers, many children were sad. DepEd saw this and asked them what was wrong. They cried, “We have a hard time learning to read!” Immediately, DepEd knew what to do – they developed a curriculum that will help children learn to read.

USAID was passing by and saw the good work DepEd started. USAID decided to help by giving funds to design and produce Teacher’s Guide and Leveled Readers, and select and purchase Read Alouds through the Basa Pilipinas project. DepEd was overjoyed with USAID’s funding – now children can benefit from the curriculum for reading because their teachers have a Teacher’s Guide for classroom learning, they have Read Alouds to hear and enjoy, and Leveled Readers to practice reading with.

With continued use of the Curriculum from DepEd, and the Teacher’s Guide, Read Alouds and Leveled Readers funded by USAID through the Basa Pilipinas project, the children’s reading steadily improved. Now the children were happily reading! Their Curriculum is strengthened by Teacher’s Guides, Read Alouds, and Leveled Readers! Thank you, DepEd! Thank you, USAID for funding the Basa Pilipinas project!

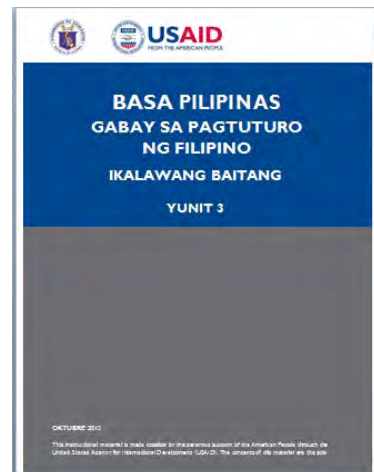
☐ Slide 61 | The Revised Teacher’s Guides

🗣️ State the following:

In 2014, Basa Pilipinas developed Teacher’s Guides and Leveled Readers for Grade 2. Like the Grade 1 and 3 materials, the Grade 2 materials were based on the Department of Education’s (DepEd) Curriculum Guides in Mother Tongue, English and Filipino.

The competencies from the Grade 2 curriculum were laid out in **Scopes and Sequences**, which then became the basis for development of said materials. These materials also underwent the review process of Department of Education, Bureau of Learning Resources (BLR, formerly called IMCS).

Read Alouds, which are big books used together with the Revised Teacher’s Guide and Leveled Readers, were also carefully selected using the DepEd Curriculum Guides as basis or standard.



☐ Slide 62 | Examining the Revised Teacher’s Guides

Walk the participants through the different parts of the Revised Teacher’s Guides. Encourage them to flip through their Revised Teacher’s Guide and find the parts flashed on the screen.

Slide 63 | Front Cover

State the following:

Let us take a look at the cover of the Revised Teacher's Guide. On the upper left portion of the cover, you will see the logo of the Department of Education (DepEd) and United States Agency for International Development (USAID). These logos indicate that the Revised Teacher's Guides are reviewed and approved DepEd materials; and the development were funded by USAID.

In the upper middle part of the cover, you will find the title of the material, the grade level, the subject and the quarter.

In the lower part of the cover, you will find the date when the material was published, and the note about the material.

Slide 64 | Copyright Page

State the following:

This is the copyright page. On this page, you will find information about the material. It contains the name of the author, reviewers, technical director, and layout; date of publication; place of publication; and publisher.



Slide 65 | Table of Contents

State the following:

The Table of Contents shows the pages where you can find the Weekly Outlines and Daily Lesson in the Revised Teacher's Guides.

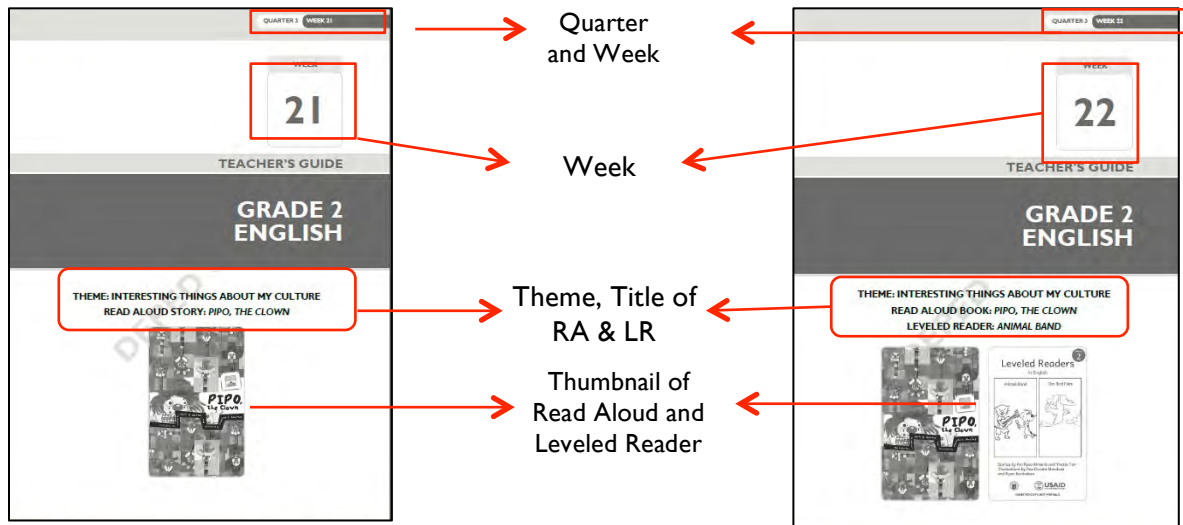
CONTENTS	
WEEK 21	1
Weekly Outline	2
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Slides 66-67 | Weekly Cover Page

State the following:

This is the Weekly Cover Page. On this page, you will find the quarter, the subject and the grade level, and the week when the lesson will be taught. You will also find the Theme and the Title of

the Read Aloud and Leveled Reader for the given week. The Thumbnail or the cover of the Read Aloud and the Leveled Reader is also on this page.



Note to Trainer: Direct participants' attention to the bottom of the page. Explain briefly that they will find the information on the copyright of the Revised Teacher's Guides. Tell them that this footer appears numerous times in the Revised Teacher's Guide.

Slide 68 | Weekly Outline

State the following:

The Weekly Outlines shows the domains covered for the week, as well as the objectives, the subject/topic, and the Teacher and Learner Activities.

TEACHER'S GUIDE GRADE 2 ENGLISH				QUARTER 3 WEEK 21	
OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2 ENGLISH QUARTER 3, WEEK 21 (56 MINUTES PER DAY) Theme: Interesting Things about My Culture Read Aloud Book: Pipo, the Clown					
Day	Domain	Objectives	Subject Matter	Teacher Activities	Learner Activities
Daily	OL	<ul style="list-style-type: none"> ENJOL-IIIc-d-1.2 Participates in choral speaking and echo reading of short poems, rhymes, and stories with repeated patterns and refrains in English 	<ul style="list-style-type: none"> Sharing information and news Poem or Song Phonological Awareness/Alphabet Knowledge games 	Teacher Activities 1. Daily Routines can be any of the following: a. Sharing Information or News <ul style="list-style-type: none"> Teacher asks questions allowing pupils to talk about traditions and culture that they know b. Poem or Song <ul style="list-style-type: none"> Teacher introduces a poem or song that pupils will learn <ul style="list-style-type: none"> Teacher encourages pupils to read-along (choral reading, echo reading, etc.) c. Phonological Awareness/Alphabet Knowledge games <ul style="list-style-type: none"> Teacher introduces a game to practice beginning sounds 	Learner Activities 1. Daily Routines can be any of the following: a. Sharing Information or News <ul style="list-style-type: none"> Pupils talk about local traditions and culture that they know b. Poem or Song <ul style="list-style-type: none"> Pupils recite a poem or sing a song Pupils participate in read-along of text c. Phonological Awareness/Alphabet Knowledge games <ul style="list-style-type: none"> Pupils practice beginning sounds by playing a game
	PA	<ul style="list-style-type: none"> ENJPA-IIIc-d-2.2 Produces speech sounds (sounds and letter names) 			
	AK	<ul style="list-style-type: none"> ENJAK-IIIa-1.1 Give the beginning sound of each consonant (m, s, t, h) 			
	PWR	<ul style="list-style-type: none"> ENJPWR-IIIa-a-1.1 Participates/writes in a read-along of texts (e.g. poetry, repetitive text) 			
	V	<ul style="list-style-type: none"> ENJV-IIIb-b-1.3 Give the meaning of words used in stories presented through real objects, illustrations, demonstration, and context clues 	<ul style="list-style-type: none"> Read Aloud Story: Pipo, the Clown (Author: Nat A. Santos; Illustrator: Frances C. Alcaraz) Use new vocabulary and structures 	2. Read Aloud Story: Pipo, the Clown Pre-Reading Activities <ul style="list-style-type: none"> Teacher unlocks unfamiliar words and expressions Teacher models using new vocabulary and structures Teacher introduces a game or role play to practice new vocabulary and structures 3. Concluding the Session <ul style="list-style-type: none"> Teacher gives homework 	2. Read Aloud Story: Pipo, the Clown Pre-Reading Activities <ul style="list-style-type: none"> Pupils listen to the teacher using words, phrases, or expressions that are unfamiliar Pupils talk about words, phrases or expressions that are unfamiliar Pupils play a game using words, phrases or expressions that are unfamiliar 3. Concluding the Session <ul style="list-style-type: none"> Homework: Pupils talk about the new words they know with family members
	SS	<ul style="list-style-type: none"> ENJSS-IIIa-d-1.1 Follow instructions orally given 			
LEGEND: AK – Alphabet Knowledge; OL – Oral Language PWR – Phonics and Word Recognition; PA – Phonological Awareness; F – Fluency; G – Grammar Awareness; V – Vocabulary Development				C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Homework	

☐ **Slide 69 | Weekly Outline Heading**

🗣️ **State the following:**

On the upper left portion of the weekly outline, you will find the title of the material, the grade level, and the subject, the quarter and the week when the lesson will be taught. The period of instruction is also indicated in this part. Right below the heading are the theme and the title of the Leveled Reader for that week.



☐ **Slide 70 | Day, Domain and Objective Columns**

🗣️ **State the following:**

There are 6 columns in the Weekly Outlines in the Revised Teacher's Guides. Each column contains information on the content of the Daily Lesson.

The first column indicates the day of instruction (1, 2, 3, 4 or 5), which is not equivalent to the days of the week. For example, you taught the lesson for Day 1 on Monday. Classes were suspended the following day which in this case is Tuesday. Day 2 of the instructional week will then be Wednesday. *Notice that the second and fourth days in the Weekly Outline are in gray. This is done for easy reference.*

The second column shows the domains targeted in a day/week.

The third column shows the objectives for each domain. These objectives are learning competencies from the K to 12 Curriculum Guides. *Notice that the objectives have alpha-numeric symbols before them.* These alpha-numeric symbols are called codes.

Day	Domain	Objectives
	OL	<ul style="list-style-type: none">• EN2OL-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes, and stories with repeated patterns and refrains in English

Most objectives in the Curriculum Guide have codes. Those that do not have codes are objectives that are part of a longer objective in the Curriculum Guides. Objectives with no codes but have asterisks at the end are Basa Added Objectives/Mga Layuning Idinagdag ng Basa. **These objectives were added because of the use of the Read Alouds and Leveled Reader in developing**

the domains of literacy. The Basa Added Objectives/Mga Layunin Idinagdag ng Basa makes the objectives in the Curriculum Guides clearer and more specific.

☐ Slide 71 | The DepEd Codes

Discuss the meaning of each letter and number in the code using the illustration below.

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: EN2PA-IIIc-e-6.2

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE	
First Entry	Learning Area and Strand/ Subject or Specialization	English	Two	EN2	Alphabet Knowledge	AK
	Grade Level	Two			Book and Print Knowledge	BPK
Uppercase Letter/s	Domain/Content/ Component/ Topic	Phonological Awareness		PA	Fluency	F
				-	Grammar	G
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	Third		III	Listening Comprehension	LC
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Third to Fifth		c-e	Oral Language	OL
				-	Phonics and Word Recognition	PWR
					Phonological Awareness	PA
					Reading Comprehension	RC
					Spelling	S
					Study Strategies	SS
					Viewing Comprehension	VC
Arabic Number	Competency	Produce speech sounds (sounds and letter sounds)		6.2	Vocabulary Development	V
					Writing and Composition	WC

☐ Slide 72 | Subject Matter

🗣️ State the following:

The fourth column indicates the topic for the day/ Read Aloud or Leveled Reader to be read.

Subject Matter
<ul style="list-style-type: none"> • Sharing information and news • Poem or Song • Phonological Awareness/Alphabet Knowledge games

Slide 73 | Teacher and Learner Activities

State the following:

The fifth and sixth columns indicate the teacher and learners' activities.

Teacher Activities	Learner Activities
<p>1. Daily Routine can be any of the following:</p> <p>a. Sharing Information or News</p> <ul style="list-style-type: none"> Teacher asks questions allowing pupils to talk about traditions and culture <p>b. Poem or Song</p> <ul style="list-style-type: none"> Teacher introduces a poem or song that pupils will learn Teacher encourages pupils to read-along (choral reading, echo reading etc.) <p>c. Phonological Awareness/Alphabet Knowledge games</p> <ul style="list-style-type: none"> Teacher introduces a game to practice beginning sounds 	<p>1. Daily Routine can be any of the following:</p> <p>a. Sharing Information or News</p> <ul style="list-style-type: none"> Pupils talk about local traditions and culture that they know <p>b. Poem or Song</p> <ul style="list-style-type: none"> Pupils recite a poem or sing a song Pupils participate in read-along of text <p>c. Phonological Awareness/ Alphabet Knowledge games</p> <ul style="list-style-type: none"> Pupils practice beginning sounds by playing a game.

Slide 74 | Domain Row

State the following:

In the last row of the table in the Weekly Outline, you will find the list of all 14 Domains of Literacy.

<p>LEGEND: AK – Alphabet Knowledge; OL – Oral Language; PWR – Phonics and Word Recognition; PA – Phonological Awareness; F – Fluency; G – Grammar Awareness; V – Vocabulary Development</p>
<p>C – Composition; LC/RC – Listening Comprehension/Reading Comprehension; ATR – Attitude Towards Reading; SS – Study Skills; BPK – Book Print Knowledge; S – Spelling; HW – Handwriting</p>

Slide 75 | The Daily Lesson

State the following:

After the Weekly Outline, you will find the Daily Lessons, which presents the details/instructions for the lesson.

The screenshot shows a page from a 'TEACHER'S GUIDE' for 'GRADE 2 ENGLISH'. It is divided into sections: DAY 1, OBJECTIVES, ON-GOING ASSESSMENT, and ROUTINE. The objectives list four standards: EN2OL-Ita-d-1.2 (participating in choral speaking), EN2PWR-Ita-a-1.1 (participating in read-along), EN2V-Ita-b-1.1 (meaning of words in stories), and EN2SS-Ita-d-1.1 (following oral instructions). The on-going assessment section includes a table with two columns for 'OL' (Oral Language) and two rows for '1' and '2' (likely referring to different assessment points or criteria). The routine section includes 'Sharing Information' and 'Poem: "A Merry Parade"'. A note at the bottom states: 'Teacher introduces the poem "A Merry Parade." He or she explains a few words such as Parade, drum and map.'

☐ Slide 76 | Day and Objectives

🗣️ State the following:

In the Daily Lessons, the day for instruction is found in boxes beside the objective box, which are then found before the presentation of activities.

DAY 1	OBJECTIVES
	<ul style="list-style-type: none"> (1) EN2OL-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English (2) EN2PWR-IIIa-e-1.1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text) (3) EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented through real objects, illustrations, demonstration and context clues (4) EN2SS-IIIa-d-1.1 Follow instructions orally given

☐ Slide 77 | On-going Assessment

🗣️ State the following:

Below the objective box, you will find the On-going Assessment. This gives teachers guidelines on how to check and track pupils' progress in learning in terms of reading. This is usually found on the 8th day in the 10-day instructional sequence.

NOTE	ON-GOING ASSESSMENT							
<p>During week 22, the teacher will observe another 5 pupils per day for a total of 50 pupils observed over a 2-week period. If he or she has 60 pupils, he or she can observe 6 a day. It is not wise to observe more than 6 a day.</p>	<ul style="list-style-type: none"> • During week 21, the teacher observes 5 pupils per day during English period and assess their Phonological Awareness competencies using this table: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;">1</th> <th style="width: 15%;">2</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;">OL</td> <td>Using appropriate vocabulary, grammar structures to express himself or herself</td> <td>Does not use appropriate vocabulary or structures, speaks in incomplete sentences</td> <td>Uses appropriate vocabulary and structures</td> </tr> </tbody> </table>		1	2	OL	Using appropriate vocabulary, grammar structures to express himself or herself	Does not use appropriate vocabulary or structures, speaks in incomplete sentences	Uses appropriate vocabulary and structures
	1	2						
OL	Using appropriate vocabulary, grammar structures to express himself or herself	Does not use appropriate vocabulary or structures, speaks in incomplete sentences	Uses appropriate vocabulary and structures					

☐ Slide 78 | Section/Activity Markers

🗣️ State the following:

When you scan through the Daily Lessons, you will notice the Sections/Activity Markers. The Section/Activity Markers are the numbered labels of activities.

1	ROUTINE
2	IDENTIFY ACTION WORDS (VERBS)
3	DISTINGUISH SENTENCES VS PHRASES
4	CONCLUDING THE SESSION

Slide 79 | The Bridging Box

State the following:

Bridging is an effective way of strengthening pupils' skills; hence, teachers must make opportunities to do so. In the *Revised Teacher's Guides*, Bridging boxes are included. They are usually found beside activities where skills/domains developed are transferable from one language to another.



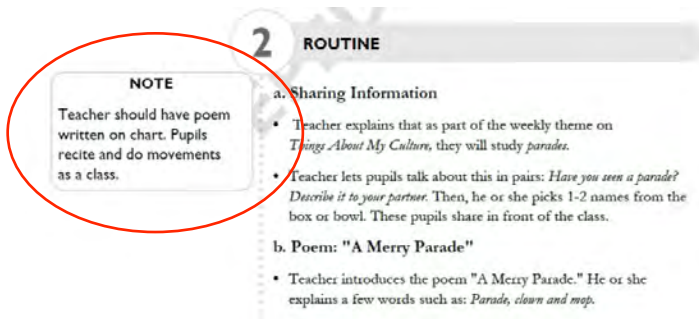
BRIDGING

Some words are easy to explain by showing the picture in the book. Example; *stilts, bikes, rags, scarf /scarves, dove, parrot*

Slide 80 | Note and Materials Boxes

State the following:

Notes to Teachers can be found on the sides of the *Revised Teacher's Guides* as well. These notes give additional guidance and some suggestions for the teacher. The materials boxes are at the sides.



2 ROUTINE

NOTE

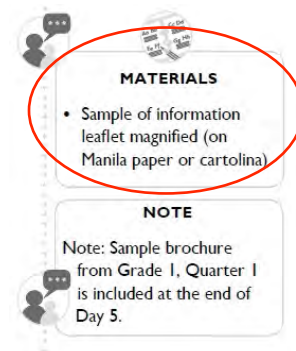
Teacher should have poem written on chart. Pupils recite and do movements as a class.

a. Sharing Information

- Teacher explains that as part of the weekly theme on *Things About My Culture*, they will study *parades*.
- Teacher lets pupils talk about this in pairs: *Have you seen a parade? Describe it to your partner.* Then, he or she picks 1-2 names from the box or bowl. These pupils share in front of the class.

b. Poem: "A Merry Parade"

- Teacher introduces the poem "A Merry Parade." He or she explains a few words such as: *Parade, clown and mop.*



MATERIALS

- Sample of information leaflet magnified (on Manila paper or cartolina)

NOTE

Note: Sample brochure from Grade 1, Quarter 1 is included at the end of Day 5.

Slide 81 | Blank Notes

State the following:

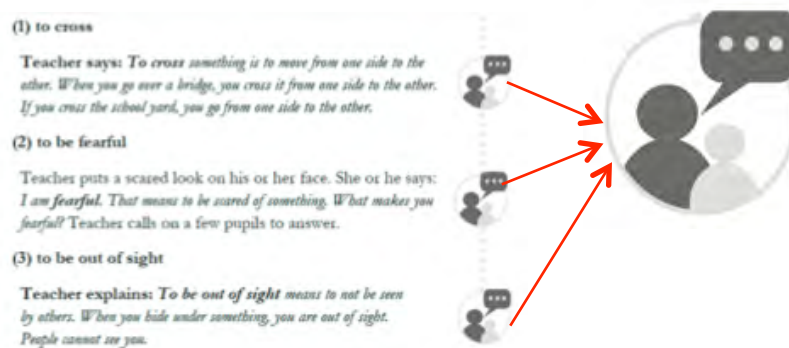
The blank "Notes" boxes found at the sides of each page are spaces where teachers can write their reminders, and/or note additional activities.

NOTES

Slide 82 | The “Teacher says” Icon

State the following:

There are several icons used in the Revised Teacher’s Guides. One of which is the speech icon. This indicates that the text right beside it has to be read to the pupils.



Slide 83 | The 10-Day Instructional Sequence

State the following:

To ensure that the approach to literacy and reading instruction is balanced, the activities in the Revised Teacher’s Guides were arranged following a 10-Day Instructional Sequence. The 10-Day Instructional Sequence best illustrates how language and word study, reading instruction, and writing instruction are equally given focus.

The 10-Day Instructional Sequence covers two (2) weeks of instruction. For example, in the fourth Quarter, Weeks 31 and 32 complete the first 10-Day Instruction; Weeks 33 and 34 complete the second 10-Day Instruction; and so on. This, however, doesn’t apply to Week 39 because the last week of the quarter, which is Week 40, is allotted for the Quarter or Unit exams.

Week	Week	Week	Week	Week	Week	Week	Week	Week
31	32	33	34	35	36	37	38	39

Slide 84 | The 10-Day Instructional Sequence

State the following:

Aside from the Revised Teacher’s Guides, teacher use Read Alouds and Leveled Readers to develop pupils’ literacy and reading skills. As mentioned in the previous discussion, the Revised Teacher’s Guides are literature-based. This means that all activities in the Revised Teacher’s Guides are anchored in the Read Alouds and Leveled Readers. These activities are then spread out within 10 days of instruction.

In the first half of the 10-day instructional sequence, the teacher reads the Read Aloud to the pupils and facilitates Pre-Reading, During Reading and After Reading Activities. Teacher teaches grammar,

spelling, decoding strategies, and facilitates composing activities using the Read Aloud as springboard.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Everyday: Group singing; sharing experiences using guide sentences				
Grammar Activities Spelling Activities Read Aloud: <ul style="list-style-type: none"> • Pre-Reading • Activating Prior Knowledge • Unlocking of Difficulties 	Read Aloud: <ul style="list-style-type: none"> • Pre-Reading • Making Predictions • During Reading • After Reading 	Read Aloud: <ul style="list-style-type: none"> • Retelling (By Pupils) • Rereading (By Teacher/ Shared Reading) 	PWR Skills (reading of sight words, word families, short vowel words, etc) Spelling Fluency Skills Grammar	Spelling Grammar Composing Activities

 **Slide 85 | The 10-Day Instructional Sequence**

 **State the following:**

In the second half of the 10-day instructional sequence, the teacher guides pupils as they read their Leveled Readers and facilitates *Pre-Reading*, *During Reading*, and *After Reading Activities*. Lessons on grammar, spelling, and decoding, and composing activities are taught/facilitated using the Leveled Readers as springboard. There are instances when the Read Alouds are retold and/or referred to in Days 6-10. This happens especially when the teacher reviews concepts or skills taught in Days 1-5.

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Everyday: Group singing; sharing experiences using guide sentences				
Grammar Activities Composing Activities Spelling PWR Skills (reading of sight words, word families, short vowel words, etc)	Composing Activities	Leveled Readers: <ul style="list-style-type: none"> • Pre-Reading • During Reading • After Reading • Guided Reading 	Leveled Readers: <ul style="list-style-type: none"> • Guided Reading • Composing Activities 	Grammar Activities Leveled Readers: <ul style="list-style-type: none"> • Guided Reading • Independent Reading

Please note that there are five titles of Read Alouds in a quarter for each subject: one title every 10-day instructional sequence. The fifth title is read aloud in class on the 9th week. There are also four titles of Leveled Readers for every 10-day instructional sequence.

☐ **Slide 86 | Examining the Revised Teacher’s Guides**

🗣️ **State the following:**

Let’s get to know the Revised Teacher’s Guides better. For this activity, you will need the following:

Materials: Quarter 4 Grade 2 Teacher’s Guides (in English and Filipino), Worksheet No. 1: Examining the Revised Teacher’s Guides, manila paper, markers

Instructions

1. In your group, assign pairs to work on one day for each week. Complete Worksheet No. 1 using the Revised Teacher’s Guide assigned to your group. Write your group’s output (whole week) on a manila paper.

Group Assignment

- a. Group 1 – Grade 2 English Teacher’s Guide, Week 31
 - b. Group 2 – Grade 2 English Teacher’s Guide, Week 32
 - c. Group 3 – Grade 2 English Teacher’s Guide, Week 33
 - d. Group 4 – Grade 2 English Teacher’s Guide, Week 34
 - e. Group 5 – Grade 2 Filipino Teacher’s Guide, Week 31
 - f. Group 6 – Grade 2 Filipino Teacher’s Guide, Week 32
2. You have **30 minutes** to work on the task. Afterwards, post your work on the designated area.

☐ **Note to Trainer:** *In case there is a seventh group, have the group work on the Grade 2 Filipino Teacher’s Guide Week 33 and 34. **Announce the number of the members who will a.) lead the group activity, b.) write the output on the manila paper, and c.) monitor the time.***


☐ **Slide 87 | Sharing of Outputs**

Sharing of outputs will be done in small groups. Ask participants to put together Weeks 31 and 32; and 33 and 34 from the 10-day instructional sequence.

Instructions:

1. Have each group pair with another group for the sharing. For example, Group 1 (Week 31) is paired with Group 2 (Week 32).
2. Once pairs are set, the group will take time to go over their partner group’s output and answer the following questions. They have 10 minutes for this task.
 - a. What domains were developed? What were the objectives?
 - b. Were these domains/objectives developed in the activities?
 - c. Were there opportunities for Bridging in those weeks? How was Bridging done?

- d. Were there lessons on grammar, phonics, and spelling? When were they taught? How were they taught?
3. After 10 minutes, the group will converge with their partner group. The trainer assigned to the groups will discuss participants' output and response to above questions. He or she, then, will synthesize by asking participants the question, "Was the 10-Day Instructional Sequence followed in Weeks 31 and 32/Weeks 33 and 34 in the Revised Teacher's Guides?"

 **Slide 88 | Sharing of Experience in Using the Revised Teacher's Guide**
Encourage two or three participants from the cluster to share their experiences in using the Revised Teacher's Guides. You may use the following questions as guide during the sharing.

 **Ask the following:**

1. How was your experience in using the Revised Teacher's Guides?
2. What are the things you like about the guide?
3. What are the usual challenges you encounter when using the materials?
4. How do you address those challenges?

 **Slide 89 | In a Nut Shell**


 **State the following:**

The Revised Teacher's Guides follow a 10-Day Instructional Sequence in which activities are anchored in the Read Alouds and Leveled Readers.

FOR MULTIGRADE CLUSTERS ONLY

 **Note to Trainer:** Use the *separate Multigrade PowerPoint slides* for this section. Distribute the *Multigrade Briefer* after the discussion.

 **Slide 1 | Multigrade Supplementary Outlines**

 **Slide 2 | Objectives**

 **State the following:**

The objectives of this session are

- To discuss the design of the Basa Pilipinas Multigrade Supplementary Outlines; and
- To explain how to use the Multigrade Outlines

 **Slide 3 | Background**

 **State the following:**

In the Philippines, there are a significant number of combined classes, otherwise known as multigrade classes. A multigrade class (MG class) consists of two or more different grade levels

inside a single-grade classroom taught by one teacher for the whole school year. Depending on the school's population, an MG class can be a combination of Grades 1 and 2; Grades 2 and 3; Grades 1, 2, and 3 or even Grades 1 to 6. According to a study conducted by SEAMEO INNOTECH (2011), most MG classes are located in schools within more rural and often isolated communities usually situated in mountainous areas and hard-to-reach islands where the population is scattered.

Teaching a multigrade class can be very challenging. It requires teachers to have effective classroom management, strong grasp of pedagogy, and most importantly, materials. However, this is not always the case especially when it comes to materials. According to SEAMEO INNOTECH (2011), one of the common problems of multigrade teachers is the availability of materials. Since most multigrade classrooms are found in far-flung places, teaching resources and instructional materials are scarce and are not easy to come by.

Basa Pilipinas recognizes these challenges. Therefore, as part of its continuing support of DepEd's reading program, Basa develops multigrade supplementary materials.

Slide 4 | What are Basa Supplementary Outlines?

State the following:

The Basa Pilipinas Multigrade Supplementary Outlines are a set of instructional guide developed for the use of Grades 1&2 and Grades 2&3 Multigrade teachers.

Slide 5 | Rationale

State the following:


The MG Supplementary Outlines were developed to help teachers better facilitate differentiated instruction, and effectively teach reading and writing in a multi-grouped/combination class.

Slide 6 | Basa Pilipinas Multigrade Framework

State the following:

Basa Pilipinas' multigrade supplementary materials are designed to guide teachers in handling a multiple-grouped class. **The development of these materials is guided by the principle that in a multigrade classroom, pupils learn and work at different levels of competence.** Pupils are expected to do tasks and produce outputs according to the set objectives for their grade levels.

The Basa Pilipinas Multigrade Framework/ Pangkonspetong Balangkas ng mga Kagamitan sa Pagtuturo ng Multigrade is found after the copyright page of the Multigrade Supplementary Outlines. It explains in detail the design of the Multigrade Supplementary Outlines.

 **Note to Trainer:** Please advise MG coordinator/focal person to encourage the MG teachers to read the Basa Pilipinas MG Framework in their outlines.

Slide 7 | Using the MG Outline: The ODD and EVEN Cycle

State the following:

- Learners work through the same general topic or theme. However, instruction is differentiated. Learners in each grade engage in learning tasks appropriate to their levels of learning.

- Teachers use the cycle that corresponds to the school year when they are teaching. In this way, there won't be repetition of the use and discussion of the Read Aloud books/Listening Story taught in class.

The table below shows the school years that fall under the Odd and Even Cycles.

ODD Cycle	EVEN Cycle
SY 2017-2018	SY 2016-2017
SY 2019-2020	SY 2018-2019
SY 2021-2022	SY 2022-2023
<i>so forth...</i>	<i>so forth...</i>

Slide 8 | Using the MG Outline: The Multigrade (MG) Addendum

State the following:

Teachers use the MG Addendum to determine the Teacher's Guides, Read Aloud/Listening Stories and Leveled Readers/Guided Reading Texts needed to teach the MG class in a quarter. The MG Addendum also contains additional notes that teachers can use as a guide in handling the class. It is found before the Table of Contents/*Talaan ng Nilalaman* in each Multigrade set/cycle.

OUTLINES FOR SINUGBUANONG BINISAYA MULTIGRADE CLASSES (GRADES 1 & 2) QUARTER I

School years beginning on even years (2016, 2018, 2020...)

Week	Teacher's Guide Grade Level and Read Aloud	Theme	Leveled Reader	Multigrade Notes
1	<ul style="list-style-type: none"> Teacher's Guide, Grade 1 <i>Ang Adlaw ni Bong</i> 	Opening Week and Routines	Grade 1: Grade 2: Guided Reading Story " <i>Si Tarsier Gustong Matagpilaw</i> "	<ul style="list-style-type: none"> Every week, Grades 1 and 2 pupils will listen to the same Read Aloud story. While some activities, such as Unlocking of Vocabulary and Comprehension Check may be the same for Grades 1 and 2, differentiated activities that are aligned to the respective objectives per grade level are given to the pupils. For the weeks when Leveled Readers are used, Grades 1 and 2 pupils will read different texts and accomplish tasks targeting the expected reading competencies.
2	<ul style="list-style-type: none"> Teacher's Guide, Grade 2 	My Birthday and My Friends	Grade 1: " <i>Nag-eskuyla na Ka!</i> "	
3	<ul style="list-style-type: none"> <i>Adlaw Nga Natawhan</i> 		Grade 2: " <i>Pito na Ka Ka Tuig</i> "	
4	<ul style="list-style-type: none"> Teacher's Guide, Grade 1 	My Bigger Family/ Extended Family	Grade 1: " <i>Lami nga mga Prutas</i> "	
5	<ul style="list-style-type: none"> <i>Payag nga Nipa</i> 		Grade 2: " <i>Si Lola Minda</i> "	
6	<ul style="list-style-type: none"> Teacher's Guide, Grade 2 	Fun Things I do with My Family	Grade 1: " <i>Sa Bukid</i> "	
7	<ul style="list-style-type: none"> <i>Ang Maanindot nga Panimalay</i> 		Grade 2: " <i>Biko</i> "	
8	<ul style="list-style-type: none"> Teacher's Guide, Grade 1 	Family Traditions, Family Roles	Grade 1: " <i>Ang Akong Pamilya</i> "	
9	<ul style="list-style-type: none"> <i>Usa, Duha, Tulo...Aduna Koy Regalo</i> 		Grade 2: " <i>Paliya</i> "	

Slide 9 | The Weekly Outline

State the following:

Teachers use the Weekly Outlines as basis for instruction in class. The outlines are tables composed of columns that contain the following information.

- Day/Araw** – indicates the day when lessons are taught
- Domain** – indicates the domains targeted in the lesson
- Objectives/Layunin** – indicates the objectives (from the DepEd Curriculum Guides) and Basa-added objectives that are targeted in the lesson

- **Subject/Paksa** – indicates the topic covered in the lesson
- **Teacher-Learner Activities/Mga Gawain ng Guro at Mag-aaral**
- This column contains the activities for each grade level in an MG class.

☐ **Slide 10 | The Weekly Outline (same activity)**

🗣️ **State the following:**

When the column is merged, it means that both grade levels will read and discuss the same story, and work on the same activities while targeting the objectives for their grade level.

☐ **Slide 11 | The Weekly Outline (different activities)**

🗣️ **State the following:**

When the column is split, it means pupils will work on different activities and discuss different topics while targeting the objectives for their grade level.

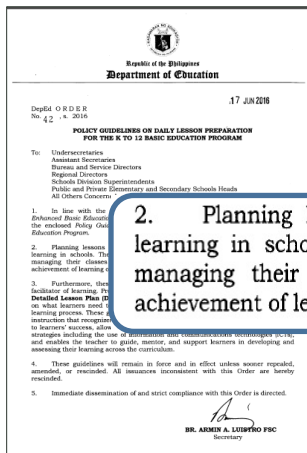
3:00-3:30 p.m. | BREAK

3:30-5:00 p.m. | THE DAILY LESSON LOG

☐ **Slide 91 | DepEd Order No. 42, s2016**

🗣️ **State the following:**

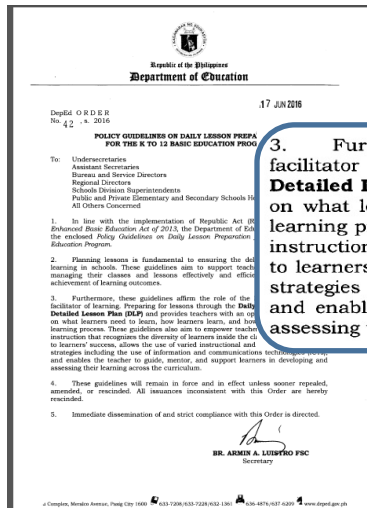
On June 17, 2016, the Department of Education issued an order that institutionalizes instructional planning thru the use of the Daily Lesson Plan and Detailed Lesson Log. The guidelines aim to support teachers in organizing and managing their classes and lessons effectively and efficiently, and ensure the achievement of learning outcomes.



Slide 92 | DepEd Order No. 42, s2016

State the following:

Preparing lessons using the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) provides teachers with an opportunity for reflection on what learners need to learn, how learners learn, and how best to facilitate the learning process.



3. Furthermore, these guidelines affirm the role of the K to 12 teacher as a facilitator of learning. Preparing for lessons through the **Daily Lesson Log (DLL)** or **Detailed Lesson Plan (DLP)** and provides teachers with an opportunity for reflection on what learners need to learn, how learners learn, and how best to facilitate the learning process. These guidelines also aim to empower teachers to carry out quality instruction that recognizes the diversity of learners inside the classroom, is committed to learners' success, allows the use of varied instructional and formative assessment strategies including the use of information and communications technologies (ICTs), and enables the teacher to guide, mentor, and support learners in developing and assessing their learning across the curriculum.

Slide 93 | Instructional Planning

State the following:

Instructional planning is the process of systematically planning, developing, evaluating, and managing the instructional process by using principles of teaching and learning.

According to Airasian (1994), instructional planning guarantees that **teaching and learning are the central focus** of classroom activity. Furthermore, it helps ensure that the time spent inside the classroom is maximized for instruction, is responsive to learner's needs, and therefore communicates expectations of achievement of learners (Stronge, 2007).

Slide 94 | Instructional Planning

State the following:

According to Airasian (1994), the instructional process is made up of three (3) steps: (1) planning instruction; (2) delivery of instruction; and (3) assessment of learning. This means that teaching begins even before a teacher steps in front of a class and begins a lesson. This also means that teachers are expected to be able to organize and develop a plan for teaching, implement that plan, and measure how effectively they implemented a plan.

Slide 95-96 | Lesson Planning

State the following:

Lesson Planning is a way of visualizing a lesson before it is taught. Lesson planning can be done using the Daily Lesson Log and the Detailed Lesson Plan. This afternoon, we will be focusing on the Daily Lesson Log.

Daily Lesson Log (DLL) is a template teachers use to log parts of their daily lesson. The DLL covers a day's or a week's worth of lessons and contains the following parts: **Objectives, Content, Learning Resources, Procedures, Remarks, and Reflection.**

Note to Trainer: The following are not in the PowerPoint slides, as these are based on DO. No. 42 template. You can contextualize according to the template as approved by your Division.

Annex1B to DepEd Order No. 42, s. 2016

GRADES 1 to 12 DAILY LESSON LOG	School	Grade Level	
	Teacher	Learning Area	
	Teaching Dates and Time	Quarter	
I. OBJECTIVES	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.		
A. Content Standards			
B. Performance Standards			
C. Learning Competencies / Objectives Write the L.O code for each			
II. CONTENT	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CO, the content can be tackled in a week or two.		
III. LEARNING RESOURCES	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.		
A. References			
1. Teacher's Guide pages			
2. Learner's Materials pages			
3. Textbook pages			
4. Additional Materials from Learning Resource (LR) portal			
B. Other Learning Resources			
IV. PROCEDURES	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.		
A. Reviewing previous lesson or presenting the new lesson			
B. Establishing a purpose for the lesson			
C. Presenting examples/ instances of the new lesson			
D. Discussing new concepts and practicing new skills #1			

Slide 97 | Daily Lesson Log (by the Division)

Instructions:

1. Present the Division Daily Lesson Log. Walk participants through the different parts of the template. Distribute the sample Division DLL. (Allotted time: 30 minutes)
2. **Workshop:** Ask participants to plan for Quarter 4, Week 31 of their Revised Teacher's Guide (either English or Filipino) using the Division Daily Lesson Log. Allot **one (1) hour** for the task. If participants were unable to finish their plan, tell them to accomplish the task.
3. Inform the participants that you will discuss their outputs the following day.

Slide 98 | In a Nut Shell

State the following:

1. Having a good understanding of the 10-Day Instructional sequence makes instructional planning easier.
2. Instructional planning is a practice of an effective teacher because it provides teachers with an opportunity for reflection on what learners need to learn, how learners learn, and how best to facilitate the learning process.

Slide 99 | Before you go...

Remind participants to write on their Ticket to Leave, return materials borrowed from Basa Staff, and Sign-out.

DAY 2

8:00 – 8:30 a.m. | REGISTRATION, SIGN-IN, INTRODUCTORY ACTIVITY

8:30 – 8:45 a.m. | RECAPITULATION

Facilitate review of the topics discussed on DAY 1. Reiterate main points, and address questions and issues on the topics presented in the previous day. You may use the “Ticket to Leave” from the previous day to identify 2-3 concepts which participants find confusing.

8:45 – 9:15 a.m. | THE DAILY LESSON LOG (Part 2)

Slide 4 | The Daily Lesson Log (DLL)

Facilitate sharing of participants’ Daily Lesson Log (DLL). This will be done in small groups.

All trainers will be assigned to 2 small groups to facilitate discussion and answer questions about the DLL.

State the following:

Yesterday, you were asked to accomplish the Daily Lesson Log (DLL) prescribed by your Division. Please bring them out and reflect on the questions flashed on the screen. In your groups, take turns sharing your experience/s in using the RTG to accomplish your DLL.

Process Questions

1. How did you find the exercise on filling up the DLL?
 - a. Did you find it easy to locate the items in the RTG to fill in your DLL?
 - b. Are there fields in the DLL that you found difficult to accomplish?
2. What strategies did you do to make the DLL preparation easier and more efficient?

9:00 a.m. – 12:00 p.m. | CLASSROOM ASSESSMENT

Slide 6 | Objectives

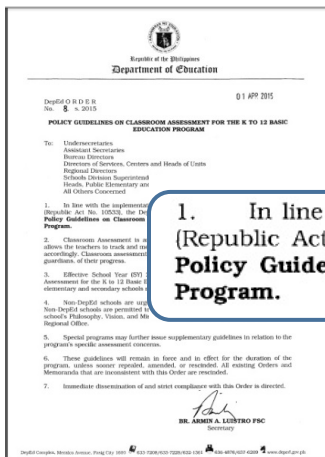
State the following:

1. To gain a better understanding of the classroom assessment in the Revised Teacher’s Guides
2. To plan a classroom-based assessment based on the Revised Teacher’s Guides

Slide 7 | DepEd Order No. 8, s2015

State the following:

On April 1, 2015, the Department of Education issued Order No. 8, s2015 “Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.” The order presents the guidelines on the use of different classroom assessments, and the system for grading.



1. In line with the implementation of the *Enhanced Basic Education Act of 2013* (Republic Act No. 10533), the Department of Education is adopting the enclosed **Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.**

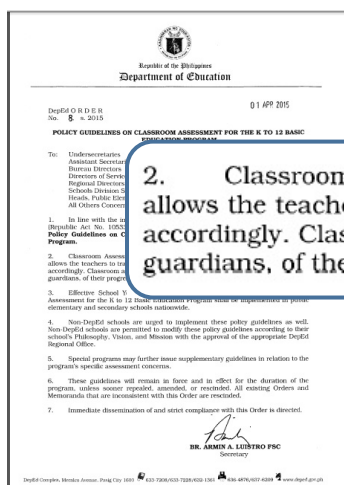
Slide 8 | Classroom Assessment

State the following:

Classroom Assessment is an on-going process of identifying, gathering, organizing, and interpreting **quantitative** and **qualitative** information about what learners know and can do.

It is an integral part of instruction. It is used to keep track of learners' progress in relation to learning standards and in the development of 21st century skills; to promote self-reflection and personal accountability among students about their own learning; and provide basis for profiling of student performance on the learning competencies and standards of curriculum.

This approach to assessment takes to account “the diversity of learners, the need for multiple ways of measuring their varying abilities and learning potentials, and the role of learners as co-participants.” (D.O. 8,s. 2015, DepEd)



2. Classroom Assessment is an integral part of curriculum implementation. It allows the teachers to track and measure learners' progress and to adjust instruction accordingly. Classroom assessment informs the learners, as well as their parents and guardians, of their progress.

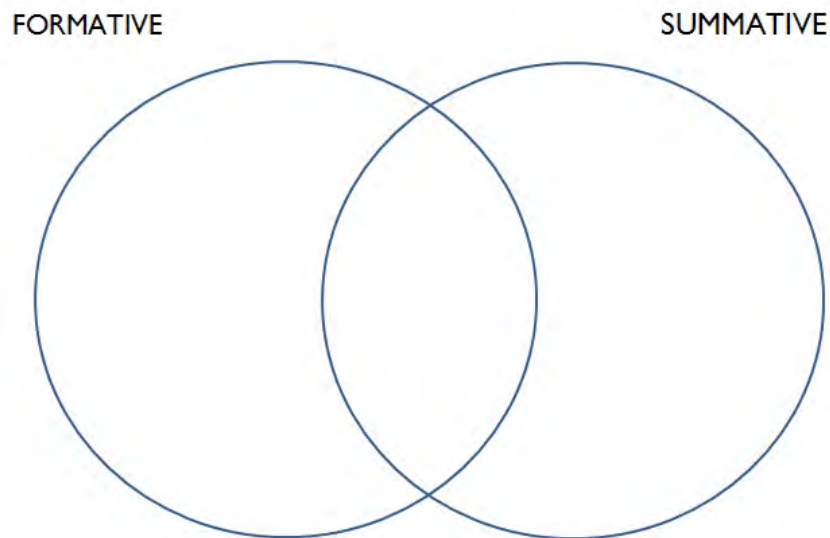
☐ **Slide 9 | Formative and Summative Assessment**

🗣️ **State the following:**

There are two kinds of Assessment: **Formative** and **Summative** Assessments. Let's find out how much we know about these kinds of assessment. Write keywords/phrases to describe the two kinds of assessment. You have 1 minute to work on the task. Be ready to share your responses, as I will call some of you to share to the cluster.

- ☐ **Note to Trainer:** Ask participants to get their Worksheet from their kit OR distribute the worksheet if those are not in their kit.

Materials: Worksheet No 2: Formative and Summative Assessment, writing implements



☐ **Slide 10 | Sharing of Responses**

Facilitate sharing of participants' responses. Choose sharers doing "Numbered Heads." You may write their responses on the white board/manila paper posted on a wall.

🗣️ **Ask the following:**

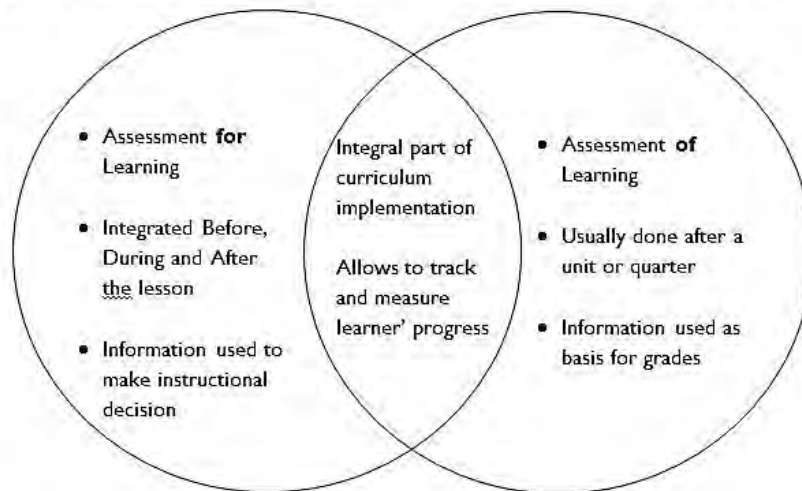
1. What is Formative Assessment?
2. What is Summative Assessment?
3. What are their differences and similarities?
4. How do we conduct these assessments in the classroom?

☐ **Slide 11 | Formative and Summative Assessment**

Summarize participants' responses. Use the diagram below as springboard for a deeper discussion of Formative and Summative Assessment.

FORMATIVE

SUMMATIVE



☐ Slide 12 | Formative Assessment

🗣️ State the following:

Formative Assessment, also called *Assessment for Learning*, is the process of providing information to teachers that will inform their instruction and improve student learning outcomes (Griffin, Cagasan, Care, Vista & Nava, 2016)

It involves the **gathering and use of evidence** about what learners know and can do to inform and improve teaching. Results from Formative Assessment are recorded; however, they are not included in computing the grades. (D.O. 8, s. 2015, DepED)

☐ Slide 13 | Before the Lesson

🗣️ State the following:

Formative assessment may be integrated in all parts of the lesson: before the lesson, during the lesson, after the lesson.

1. Before the Lesson- assessment done before instruction informs teachers about pupils' understanding of the topic/subject matter before direct instruction. Information gathered before direct instruction is used as basis for instructional decisions, such as introducing a new topic/concept or reviewing past lessons before moving on to the next one.

Ex. Using K-W-L chart to find out what pupils know and what they want to know about the topic, Asking questions to activate pupils' prior knowledge, Facilitating simple games to see what pupils remember about the previous lesson, etc.

☐ Slide 14 | During the Lesson

🗣️ State the following:

2. During the Lesson – assessment done during the lesson, inform teachers of the progress of pupils in relation to the development of the learning competencies. Information gathered at this point is used as bases on deciding whether to review, re-teach, remediate or move on to the next lesson. It helps teachers identify learners who need more instructional support.

Ex. Thumbs down, thumbs up to know whether or not pupils understood the discussion, using metacards (pupils write their answers to questions during the discussion) to find out if pupils understood the concept/topic, using different colored cups (red, yellow, and green) to find out whether pupils understood the lesson, have questions, or needs more support, etc.

☐ **Slide 15 | After the Lesson**

🗣️ **State the following:**

3. After the Lesson – assessment done after the lesson assesses whether learning objectives were achieved; allows teachers to evaluate effectiveness of instruction; informs teachers of pupils who require remediation.

*Ex. Using the K-W-L chart to find out what pupils learned about the topic and to help them reflect on their own learning (by comparing the contents of the three columns), using sentence prompts as guide when pupils summarize the lesson, giving seatwork and homework (**Note: Pupils are not given homework on weekends**), etc.*

☐ **Note to Trainer:** Distribute Handout 2: Formative Assessment to participants.

☐ **Slide 16 | Sample Pupil Work: What kind of information can I get from this output?**

Guide participants as they examine a sample pupil work. Distribute the Handout 2a: Sample Written Work before the discussion.

Instructions:

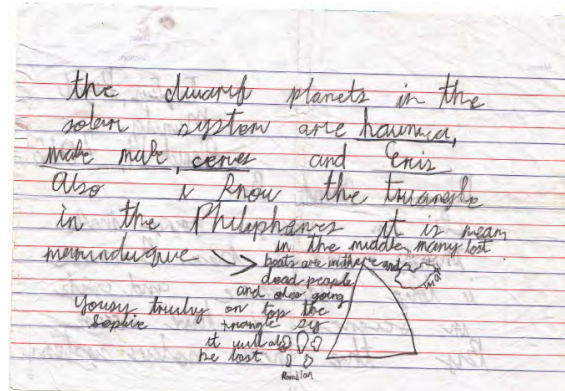
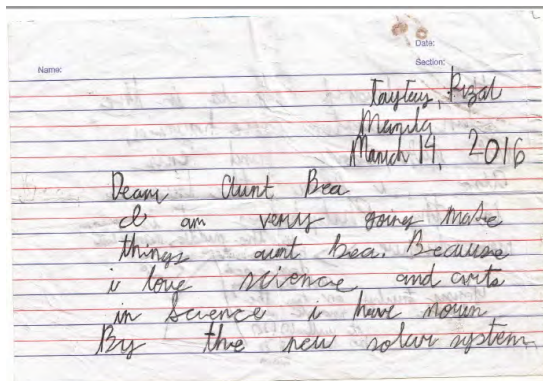
1. Ask participants to work in pairs/triads and look at a pupil's sample written output.
2. Ask them to list down information they can get from the letter in their notebooks. Use the following questions to help participants gather information on the output.
3. Give participants 2-3 minutes to work on the task.

🗣️ **Ask the following:**

1. What do you notice about the format of the letter?
2. What do you notice about the parts of the letter: heading, greeting/salutation, and body of the letter, closing, and signature?
3. What do you notice about the message of the letter?
4. Based on your observations, how will describe the pupil's writing/composing skill?
5. What do you think are the kind of support the pupil needs to improve her composing skills?

☐ **Slides 17-18 | Sample Pupil Work: What kind of information can I get from this output?**

Facilitate sharing of participants' responses to the questions posted earlier. Summarize their responses and use them to emphasize the importance of Formative Assessment in classroom instruction.



Possible Responses to the Questions:

1. What do you think about the format of the letter? – Pupil used semi-block format. She also observed proper margins.
2. What do you notice about the parts of the letter?
 - a. **Heading** – The information is complete. The pupil wrote her address and the date when she was writing the letter. However, the pupil did not capitalize the word Taytay.
 - b. **Greeting/Salutation** – Pupil wrote the greeting correctly. However, it is missing a comma after the name of the recipient.
 - c. **Body of the Letter** – The first line of the body of the letter was not indented. She included a drawing of a map. She used English all throughout the letter.
 - d. **Closing** – There is a closing. It is written on the lower left side of the paper.
 - e. **Signature** – There is a signature. It is also written on the lower left side of the paper.
3. What do you notice about the message of the letter? – Pupil tells her aunt about a future activity. She also shares about her favorite subjects. She talked about the solar system, citing dwarf planets Ceres and Eris.
4. Based on your observations, how will you describe the pupil’s writing/composing skill?
 - a. Pupil knows the format of a letter: that there are margins on the left and right side, the heading is written on the upper right corner of the paper, etc.
 - b. Pupil knows the different parts of the letter.
 - c. Pupil knows how to construct a sentence: that there is a subject “I”, and predicate “am very going make things aunt Bea.” She may still need to learn how and when to use adverbs and prepositions (ex. **very** going [to] make), and has to be reminded to be consistent on capitalization of proper nouns and the use of punctuation at the end of sentences.
5. What do you think are the kinds of support the pupil needs to improve her composing skills? – Teacher gives pupil more opportunity to compose letters. Teacher can also review the parts of the letter, and discuss capitalization and punctuation.

☐ Slide 19 | What kind of information can I get from this output?

🗣️ State the following:

The information we gathered from this sample written output are qualitative. We used what we know about writing letters (i.e. format, parts of a letter, etc.), and what we know about sentence construction to assess the pupil's work, **without discounting the content or message conveyed in the letter.**

This is an example of Formative Assessment. We do Formative Assessment in the classroom to get information about what our pupils know and understand, and to find out the level of their ability. The information we get will be the basis for our decision on how to go about instruction in the classroom. It helps us better address the needs of our pupils, especially when we make the habit of really looking at our pupils' output and asking ourselves, **What kind of information about my pupils do I get from this output?"**

☐ Slide 20 | Summative Assessment

🗣️ State the following:

The **Summative Assessment**, also called *Assessment of Learning*, measures whether learners have met the content and performance standards. Its results are recorded and used as **basis for computing the grades.**

Summative Assessment is usually done at the end of a particular unit or quarter. It also becomes that basis for future learning or job suitability (UNESCO-TLSF).

☐ Slide 21 | Summative Assessment

🗣️ State the following:

Components of Summative Assessment

1. Written Work (WW)

It ensures that students are able to express skills and concepts in written form. It may include long quizzes and unit or long tests. Other written work may include essays, written reports, and other written output.

2. Performance Task (PT)

It allows learners to show what they know and are able to do in diverse ways such as innovative products or do performance-based tasks. It may include skills in demonstration, group presentation, oral work, media presentations, and research projects.

3. Quarterly Assessment (QA)

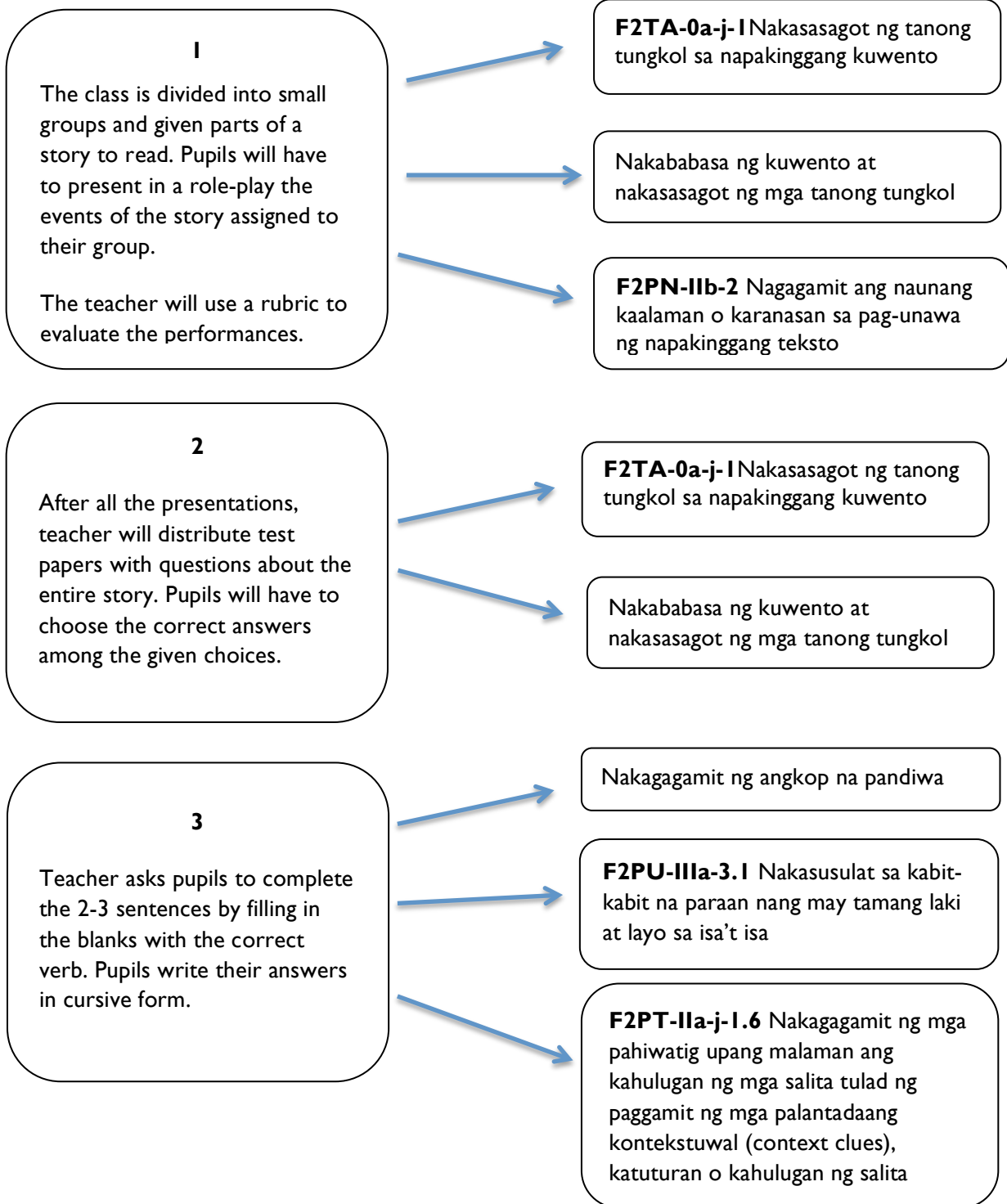
It measures student learning at the end of the quarter. It may be in a form of objectives tests (e.g. Multiple Choice, Matching Type, True/False, etc.), performance-based assessment, or a combination thereof.

☐ Slides 22-24 | Sample Summative Assessment

Show sample summative assessments to pupils. Call participants to read the examples. Afterwards, ask the groups to determine the type/component of summative assessment (i.e written, performance, and quarterly/unit exam). Finally, discuss the objectives and domains evaluated in each one.

State the following:

Here are sample Summative Assessments. Let's read them and determine the type of assessment method.



Note to Trainer: The objectives for these examples are from Weeks 21-22, Quarter 2 Filipino Revised Teacher's Guide in Grade 2.

10:00 – 10:30 p.m. | BREAK

10:30 a.m. – 12:00 p.m. | Continuation

Slide 25 | Classroom Assessments in the Revised Teacher’s Guides

Guide participants as they look for classroom assessments in the Revised Teacher’s Guides. Before giving the instructions, flash the worksheet on the screen, and explain each column, as well as how to complete the table.

Materials: Worksheet No. 3: Classroom Assessments in the Revised Teacher’s Guides, Revised Teacher’s Guides in English and Filipino, manila paper, writing implements

Note to Trainer: Ask participants to get their Worksheet from their kit OR distribute the worksheet if those are not in their kit.

 **State the following:**

Let’s revisit the *Revised Teacher’s Guide* once more, and find out what kind of assessment are provided in those guides. But before we do so, let’s go through Worksheet 3: Classroom Assessment in the *Revised Teacher’s Guide*.

The first column in the table is the day. The next one is Activity. Under this column, write only the **section/activity marker as well as a brief description of each activity**. The third column is for the domains. The fourth column is for the Assessment Method or Test Type (i.e. Multiple Choice, Performance Based). The fifth and sixth columns are for Kinds of Assessment.

**REINFORCING EFFECTIVE LITERACY INSTRUCTION IN GRADE 2 CLASSROOMS
DECEMBER 2016**

Worksheet No. 3: Classroom Assessment in the Revised Teacher’s Guide Subject: _____ Week/Days: _____

Directions: List down the assessments found in the Revised Teacher’s Guides. Determine if the assessments are Formative or Summative.

DAY	ACTIVITY	DOMAINS	ASSESSMENT METHOD OR TEST TYPE	FORMATIVE	SUMMATIVE

☐ **Slide 26 | Classroom Assessment in the Revised Teacher's Guides**

🗣️ **State the following:**

Instructions:

1. In your group, assign pairs to work on one day for each week. Complete Worksheet No. 3 using the *Revised Teacher's Guide* assigned to your group. Write you or your partner's work on your worksheet. You have 10 minutes to do so.

Group Assignment:

- a. Group 1 – Grade 2 English Teacher's Guide, Week 21
- b. Group 2 – Grade 2 English Teacher's Guide, Week 22
- c. Group 3 – Grade 2 English Teacher's Guide, Week 23
- d. Group 4 – Grade 2 English Teacher's Guide, Week 24
- e. Group 5 – Grade 2 Filipino Teacher's Guide, Week 21
- f. Group 6 – Grade 2 Filipino Teacher's Guide, Week 22

☐ **Note to Trainer:**

1. *In case there is a seventh group, have the group work on the Grade 2 Filipino Teacher's Guide Week 23 and 24.*
2. **Announce the number of the members who will a.) lead the group activity, b.) write the output on the manila paper, and c.) monitor the time.**

2. After 10 minutes, discuss the activities and the kind of assessment that you found in the *Revised Teacher's Guides*. Then, write your group's output (Days 1-5) on a manila paper.
3. You have 30 minutes to work on the task. Afterwards, post your work on the designated area.

☐ **Slide 27 | Sharing of Output**

Sharing will be done in small groups. Call participants who will present their group's outputs using the Numbered Head Strategy. Afterwards, summarize participants' findings on the kind of assessment in the *Revised Teacher's Guides*.

☐ **Slide 28 | Assessment in the RTG**

🗣️ **State the following:**

All the assessments in the Revised Teacher's Guides are **Formative**. They are meant to provide teachers with information on the pupils' grasp of the skills taught in the classroom. It also allows teachers to adjust their instruction in class based on the pupils' progress. Lastly, the results of these assessments are recorded but are not used as basis for pupils' grades.

You might be wondering, *How are we going to compute our pupils' grades if all the assessment in the Revised Teacher's Guides are not graded? What if our pupils get low scores in the Quarterly Exam because they're not used to the type of assessment administered (e.g. Multiple Choice, Matching Type, etc.)?* These are valid concerns.

To address these concerns, you may plan your summative assessment. Since the Revised Teacher's Guides follow the 10-Day Instructional Sequence. We suggest that you schedule your Summative Assessment once you have covered the 10-day Instructional Sequence (e.g. Weeks 31-32) or after two 10-day instructional Sequence (e.g. Weeks 31-34).

 **Slide 29 | In a Nut Shell**

 **State the following:**

1. Classroom assessment is an integral part of curriculum implementation. It allows teachers to track and measure learner's progress and to adjust instructions accordingly. It informs the learners and their parents/guardians of their progress.
2. Assessments in the *Revised Teacher's Guides* are formative. These assessments provide teachers information on pupils' progress that allows them to adjust instruction. It also gives pupils the opportunity to reflect on and become responsible for their own learning.

12:00 – 1:00 p.m. | LUNCH


1:00 – 5:00 p.m. | THE READ ALOUDS AND LEVELED READERS

 **Slide 31 | Objective**

 **State the following:**

This afternoon, we are going to revisit the *Read Alouds* and *Leveled Readers* and gain a better understanding of how they are used.

 **Slide 32 | Gradual Release Responsibility**

 **State the following:**

On Day 1, we discussed Gradual Release of Responsibility as one of the core components of the Balanced Literacy Approach. The teacher implements a well-planned comprehensive literacy program that reflects the gradual release of control over learning. The teacher facilitates various activities, such as *Read Aloud*, Shared Reading, Guided Reading and Independent Reading, in the classroom within the 10-Day Instructional Sequence. *Read Alouds* and *Leveled Readers* are used in these activities.

Comprehensive Reading Program

Read Aloud: Pupils listen as the teacher read aloud a story

Shared Reading: Teacher and pupils read together

Guided Reading: Pupils read text appropriate to their level and teacher steps in when needed

Independent Reading: Pupils read their chosen text individually or in pairs

Gradual Release of
Responsibility

19

Slide 33 | The Read Alouds

State the following:

Read Aloud stories are planned oral readings. They are a vital part of literacy instruction in primary classrooms. Read Aloud stories promote specific literacy domains and competencies included in the DepEd K–12 Integrated Language Arts curriculum. They are used as part of interactive read-aloud classroom activities and literature discussions.

Interactive read-aloud classroom activities will foster children's skills in Oral Language, Book and Print Knowledge, Listening Comprehension, and Attitude towards Reading. Read Aloud stories can also be used as a take-off point for instruction in or reinforcement of concepts related to Phonological Awareness, Vocabulary, and Grammar Awareness/Language Structure, as well as Writing/Composing.



Slide 34 | The Read Alouds (RAs)

State the following:

Read Aloud books are carefully selected and locally published storybooks, which, together with the Basa-developed *Teacher's Guides* and *Leveled Readers*, are used to improve the reading-writing instruction in early grade classrooms.

In 2014, Basa Pilipinas solicited storybook titles from eight children's book publishers in the country that meet the read-aloud guidelines and themes for early grade students. Basa Pilipinas received more than 250 titles from **Adarna House, Anvil Publishing, Bookmark, Canvas, Lampara, Hiyas/OMF Literature, Ilaw ng Tahanan, and Vibal LG&M**. Most of these titles are in storybook format. Thus, Basa coordinated closely with identified publishers to transform these books into Read Aloud books.

☐ **Slides 35-36 | Criteria in Selecting RAs**

🗣️ **State the following:**

The set of criteria used in reviewing the commercially available story books in the Philippines include the following.

1. Alignment with the Department of Education’s curriculum competencies and standards
2. Formed part of the existing approved story book titles of the Department of Education
3. Technical considerations were also taken into account such as language complexity, text structure, content, language and literary features and vocabulary
4. Appropriateness in the cultural context and target grade level

☐ **Slide 37 | Quarter 4 Read Alouds**

🗣️ **State the following:**

There are ten (10) Read Aloud Stories in a quarter: five titles for English and five titles for Filipino. The Read Aloud for Quarter 4 English and Filipino are as follows.

Week/s	English	Filipino
31-32	<i>The Black Kitten</i>	<i>Bru-Ha-Ha-Ha-Ha-Ha, Bru-Hi-Hi-Hi-Hi</i>
33-34	<i>Pipit and the Kamagong Tree</i>	<i>Munting Patak-ulan</i>
35-36	<i>Whuush!</i>	<i>Papel de Liha</i>
37-38	<i>Fruits</i>	<i>Ang Batang Kumain ng mga Tala (The Boy who ate Stars)</i>
39	<i>Message in the Sand</i>	<i>May Alaga Akong Butanding</i>

☐ **Slide 38 | Instructional Process**

Review the instructional process for the Read Aloud.

🗣️ **State the following:**

I. Pre-Reading/Paghahanda sa Pagbasa

The teacher prepares the pupils before he or she reads the Read Aloud in class. In the Revised Teacher’s Guide in English, the teacher begins with **Activating Prior Knowledge** to stimulate pupils’ interest in the Read Aloud. Then, he or she **unlocks the meanings of unfamiliar words and expressions** from the story. Lastly, he or she asks **pupils to make predictions** about the story based on the cover of the book.

The same is done for Filipino; however, the terms are different. Teacher unlocks the meaning of words thru the **Paghawan ng Balakid**. Then, he or she facilitates motivation or **Pagganyak**, and asks the motive question or **Pangganyak na Tanong**.

- ☐ **Note to Trainer:** Remind participants that they should practice reading the Read Aloud before reading it in class. The teacher should model correct pronunciation and proper expression during reading.

☐ **Slide 39 | Instructional Process**

🗣️ **State the following:**

1. During Reading/Pagbasa ng Guro sa Kuwento

The teacher reads the Read Aloud story to the class. He or she pauses at certain pages and asks questions about the parts of the story already read. Pupils look at the illustration while listening to the teacher read.

2. After Reading/Pagtalakay sa Kuwento

The teacher asks pupils questions about the Read Aloud to check comprehension. He or she facilitates discussion and activities that develop Phonological Awareness, Phonics and Word Recognition, Grammar, Spelling, and Writing/Composing.

☐ **Slide 40 | Read Aloud: Bru-ha-ha-ha-ha Bru-hi-hi-hi-hi**

Walk participants through the instructional process for the Read Aloud *Bru-ha-ha-ha-ha Bru-hi-hi-hi-hi*. The lesson is found in Week 31 in the Filipino Revised Teacher's Guide.

Pre-Reading/Paghahanda sa Pagbasa ng Kuwento

Explain briefly the activities under this section. Mention the domains developed in each activity, as well as the strategy employed to facilitate the activity.

🗣️ **State the following:**

- a. **Paghawan ng Balakid:** Teacher unlocks the words *komedyante*, *napabungisngis*, *humahagapok*, *postiso*, and *bruha*. He or she asks pupils to identify the meaning of the given words by giving their synonyms. Pupils build their vocabulary through this activity.
- b. **Pagganyak:** Teacher asks pupils, “*Paano mo ilalarawan ang isang bruha?*” He or she activates prior knowledge through questioning. Pupils develop their oral language through this activity.
- c. **Pangganyak na Tanong:** Teacher asks pupils to listen to the story and find out, “*Paano inilarawan ng bata ang isang bruha?*” Teacher sets the purpose of the listening activity. Pupils begin to develop their comprehension by making predictions on how the child in the story will describe a *bruha*.

☐ **Slide 41 | Read Aloud: Bru-ha-ha-ha-ha Bru-hi-hi-hi-hi**
During Reading/Pagbasa ng Guro sa Kuwento

Model how to read the Read Aloud to the participants. Follow the instructions found in Day 1, Week 31, Quarter 4 Filipino Revised Teacher's Guide to facilitate the activities.

☐ **Slide 42 | Read Aloud: Bru-ha-ha-ha-ha Bru-hi-hi-hi-hi**
After Reading/Pagtalakay sa Kuwento

Explain briefly the activities under this section. Talk about the domains developed in the activities.

🗣️ **State the following:**

On Day 2, the teacher facilitates *After Reading Activities*. Open your RTGs in Filipino on page 8 to find the *After Reading Activities*. Please go through the activities one by one. These activities are done simultaneously. Pupils are grouped into five (5). Different activities are assigned to each group.

- ☐ **Note to Trainer:** Refer to the Day 2, Week 31, Quarter 4 Filipino Revised Teacher's Guide for the list of group activities.

☐ **Slide 43 | Practice Reading of the Read Aloud**

Facilitate practice of reading the Read Aloud to the cluster.

Materials: Quarter 4 Read Alouds (*The Black Kitten* and *Bru-Ha-Ha-Ha-Ha-Ha Bru-Hi-Hi-Hi-Hi*)

Instructions:

1. Ask participants to work in pairs and practice reading a Read Aloud to their partners.
Participants can choose between the *The Black Kitten* and *Bru-Ha-Ha-Ha-Ha-Ha Bru-Hi-Hi-Hi-Hi*.
2. Tell participants to take turns with their partners in reading their chosen Read Aloud.
Give participants to 15-20 minutes to practice. Go around the room and listen as they read.
3. After 20 minutes, call a participant to read his or her chosen Read Aloud in front of the cluster.
(Note to Trainer: *This activity is optional. If there isn't enough time, skip this activity.*)

☐ **Slide 44 | Sharing**

Call a representative from each group to share their thoughts and feelings about the activity. Below are questions you may ask to guide participants as they share.

🗣️ Ask the following:

1. Before this activity, how do you usually read the Read Aloud to your pupils? What challenges do you usually encounter when reading the Read Aloud or facilitating activities related to the story?
2. What were your thoughts while you practiced reading the Read Aloud?
3. After this activity, do you feel more confident using the Read Aloud in class? Why or why not?

☐ **Slide 45 | The Leveled Readers**

🗣️ **State the following:**

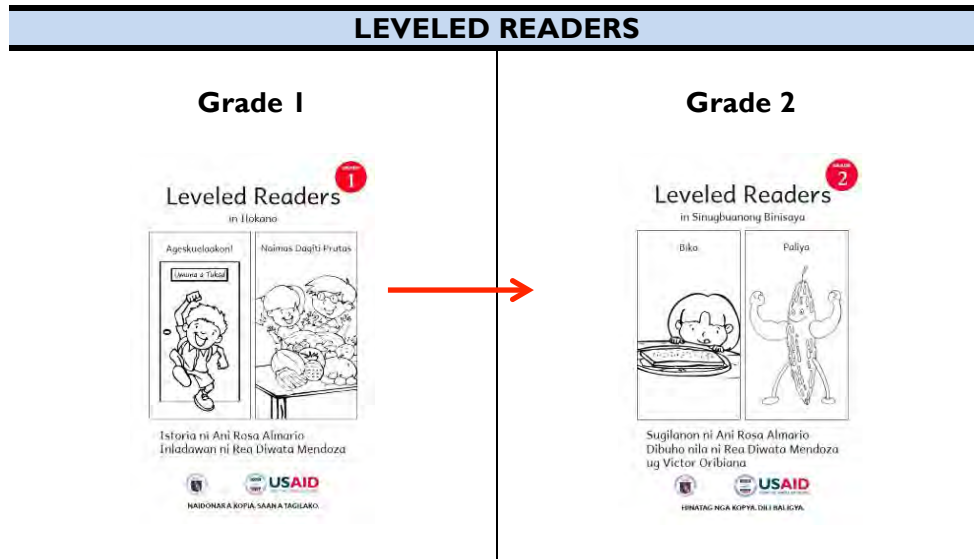
Leveled Readers are books that pupils read. They are used to build vocabulary, develop decoding strategies and word recognition skills, develop reading comprehension skills, learn the structure of narrative text, and develop fluency skills. Moreover, they foster a love of reading.

☐ **Slide 46 | The Leveled Readers**

🗣️ **State the following:**

The beginning level of Leveled Readers is simple with familiar, predictable, repetitive and rhythmic language patterns and a close relationship between the words and the picture. As the books become more complex, readers are challenged with texts that are less predictable and have more complex language, less pictures, more print and more demanding content. This is best exemplified in the Leveled Readers for Grades 1 and 2.

Leveled Readers are first introduced in Grade 1. Grade 1 Leveled Readers have simpler language and big illustrations. In Grade 2, pupils encounter more challenging Leveled Readers. Grade 2 Leveled Readers have longer text, which includes both high and low frequency words. These Leveled Readers still have illustrations.



Slide 47 | Quarter 4 Leveled Readers

State the following:

Here are the titles of the Leveled Readers in English and Filipino in Quarter 4. Notice that in one booklet, there are two titles of Leveled Readers that will be read in different weeks.

Week	English	Filipino
32	<i>Do Your Chores</i>	<i>Ang Pagong at ang Kuneho</i>
34	<i>Making a Fire</i>	<i>Bangui Wind Farm ng Ilocos</i>
36	<i>The End of the World</i>	<i>Isang Kakaibang Araw</i>
38	<i>Animals Here, Animals There</i>	<i>Alamin ang mga Anyong-Tubig sa Pilipinas!</i>

3:00 – 3:30 p.m. | BREAK

Slide 48 | Grade 2 Leveled Readers

State the following:

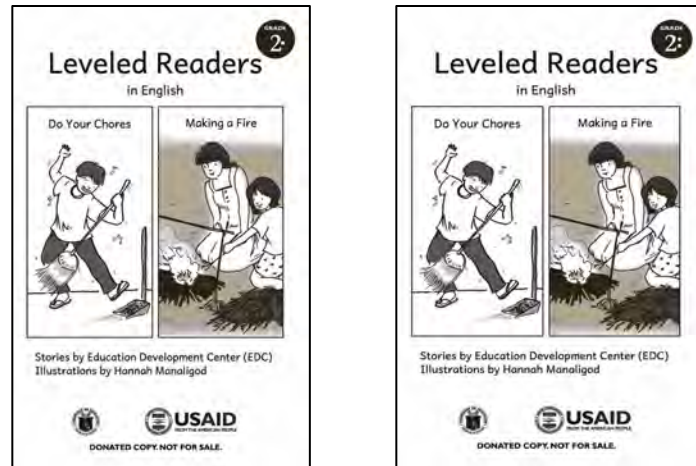
Within the Grade Level, pupils are grouped into two and read two different levels of text: the Relatively Easy and Relatively Challenging Leveled Readers.

Relatively Easy Leveled Readers are books read by **less skilled readers**. They have lower word count, more high frequency words, shorter and simpler sentences, and easy to comprehend language.

Relatively Challenging Leveled Readers are books read by **more skilled readers**. They have higher word count, more low frequency words, long and more complex sentences, and more sophisticated language (i.e. use of figures of speech).

The level of the Leveled Readers is indicated in the front and back cover of the books. Relatively Easy Leveled Readers have one dot on the front cover. Relatively Challenging Leveled Readers have two dots on the front cover.

- ☐ **Note to Trainer:** We replaced the terms “struggling” and “advanced” readers with less skilled and more skilled readers, respectively.



☐ **Slide 49 | Text Difficulty**

🗣️ **State the following:**

Why do we give pupils different levels of texts? In the classroom, we have pupils with different needs. There are pupils who can already read, and others who still need support. Such is the case, we need to “put the right book in the hands of the right reader.”

Text difficulty is a major factor that determines the success of reading instruction.

No matter how skilled a teacher is, if a text is too hard for the pupil, that pupil will not be able to apply the skills or strategies being taught. On the other hand, if the text is too easy, the pupil will not be challenged to learn how to apply strategies to meet the demands of increasingly difficult texts.

Reading instruction seeks to stretch a student’s reading ability, like an elastic band. If the text is too easy, the elastic band will not be stretched. If the text is too difficult, the elastic band will be stretched too much and will break. If a text is ‘just right’, the elastic band will be stretched ‘just enough’ and the student will expand his or her reading skills.

☐ **Slide 50 | Guided Reading**

🗣️ **State the following:**

In Day 1, we discussed the Gradual Release of Responsibility. We said that over time the teacher relinquishes control of learning to the pupils. One of the stages in the gradual release of responsibility is Guided Reading.

Guided reading is a method of reading instruction where teachers meet with a smaller group of pupils who are reading at a similar level. Pupils have the opportunity to read the text on their own, with guidance from the teacher. It is the teacher’s role to interact with pupils while they are reading and help them solve reading problems they are having.

In the Revised Teacher’s Guides, Guided Reading is most evident on days when Leveled Readers are read and discussed. The teacher groups pupils according to their level and listens to them read. The teacher helps pupils who are having difficulty reading by teaching decoding strategies, such as **sounding out the letters in the word, predict using the illustration, or skip a word and read on.**

- a. **Sounding out the letters in the word** – We ask pupils to make the sound of the individual letters in the word and then combine them to be able to decode.
- b. We can also teach them **to predict the word using the illustration** in the book. For example, if the picture is a trumpet, and the pupil says “horn”, we can direct the pupil to the first letter, which is “t” so it cannot be a horn.
- c. Another decoding strategy is to **skip a word and read on**. If the pupil cannot read a certain word, he or she can skip it and read on, and once he or she makes sense of the thought, he or she can go back and try to read the word. For example, “The **calculator** is a device that helps us solve Math problems.” The child may have difficulty in reading the word calculator, but if he or she reads the sentence, he or she will be able to make sense of the word.

 **Slide 51 | Oral Reading Checklist**

 **State the following:**

In order for us to know the level of our pupils’ reading skills, we need listen to them read. One of the tools that we can use to assess our pupils’ reading skills is the **Oral Reading Checklist**.

The **Oral Reading Checklist (ORC)** is a tool that can be used in assessing pupils’ level of reading ability. It can be the basis for making decision on the level of text that pupils read, and the placement of pupils in reading groups.

The ORC has five (5) criteria. These criteria are the indicators of our pupils’ reading ability. The first criterion is on **accuracy**. We listen to pupils read and observe if they are able to decode the words accurately: if they replaced words they couldn’t read with another, if they skipped words they couldn’t read or inserted new words in the text they are reading.

The second criterion is on **self-correction**. We listen to pupils and observe if pupils self-correct when he or she stumble upon words that don’t make sense or do not sound right when they decode it.

The third criterion is on **pause/knowledge of punctuation**. We listen to pupils and observe if they pay attention to punctuation at the end of a sentence.

The fourth criterion is **speed**. We listen to pupils read and observe if they can read strings of words or sentence with ease and/or without frequent pauses.

The last criterion is on **expression**. We listen to pupils read and observe if they can read phrases and sentences with the appropriate feeling/expression and appropriate tone.

CRITERIA	OBSERVED	NOT OBSERVED
Reads with accuracy <i>(Makes no or only few substitutions, omissions, or insertions)</i>		
Tries to self-correct if word doesn’t make sense or sound right <i>Note: If pupil didn’t make an error, check Observed.</i>		

CRITERIA	OBSERVED	NOT OBSERVED
Pays attention to punctuation at the end of a sentence		
Reads smoothly without frequent pauses		
Reads with expression		

Determining the Level of Pupils

- If three or more criterion were **observed** during the reading, pupils should read the Relatively Challenging Leveled Reader.
- If three or more criterion were **not observed** during the reading, pupils should read the Relatively Easy Leveled Reader.

☐ Slide 52 | Determining the Pupils' Level

Facilitate the activity. Distribute the worksheets, and then play the recording. Have participants listen to the recording and identify the level of the pupils in the audio recording. Discuss participants' findings for each pupil.

Materials: Audio Recording of Pupils, Worksheet 5: Oral Reading Checklist, Worksheets 5a: Reading Passages, metacards, and writing implements

Instructions:

1. Listen to an audio recording of pupils reading short passages. Determine the level of the child using the Oral Reading Checklist.
2. Discuss the result of your assessment with a partner. You have 5 minutes to decide which Leveled Reader the child will read. Write the type of Leveled Reader for the child on a metacard.
3. When given the signal, raise your metacards, and get ready to be called to explain why your pair gave that Leveled Reader to the child.
4. A pair from each group will be called to share and explain the results of their assessment to the group.

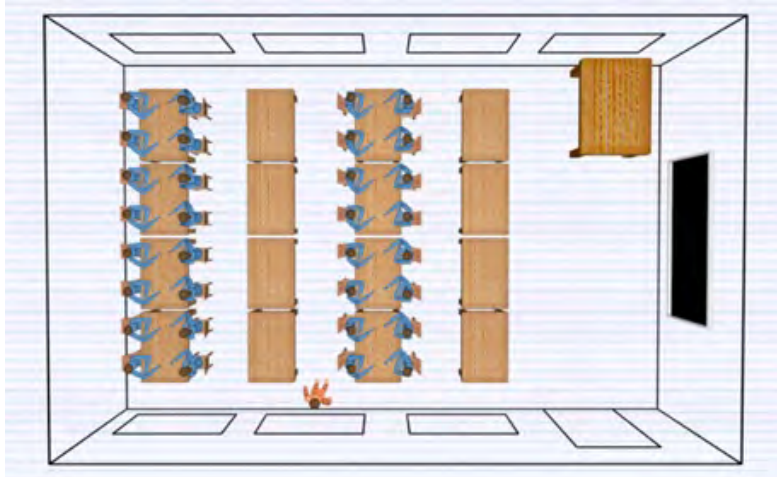
☐ **Note to Trainers:**

- There are 4 audio recordings. Have participants listen to all audio recording, and determine the level of pupils.
- Call number of participants who were not yet able to share to the cluster. The participant and his or her partner will explain their level to the cluster.
- **Answer key will be provided. It'll be part of the handout.**

☐ **Slide 53 | Grouping and Guided Reading**

🗣️ **State the following:**

We put the appropriate text in the hands of the readers when we group the pupils according to their level. Grouping pupils this way also gives the teacher a chance to focus on pupils who more or less have the same level of skills, and would need the same instructional support. Have pupils who belong to the same group sit together. Have pupils in each group sit with their reading partner. Make sure to set rules and to explain to the pupils the objective/s of the task before asking pupils to read.



☐ **Slide 54 | Pre-Reading**

Review the instructional process for the Leveled Readers. Explain briefly the activities for Pre-Reading, During Reading and After Reading. Also, ask participants to identify the domains developed in each activity.

🗣️ **State the following:**

Similar to the Read Aloud, the instructional process for the Leveled Reader includes *Pre-Reading*, *During Reading*, and *After Reading Activities*.

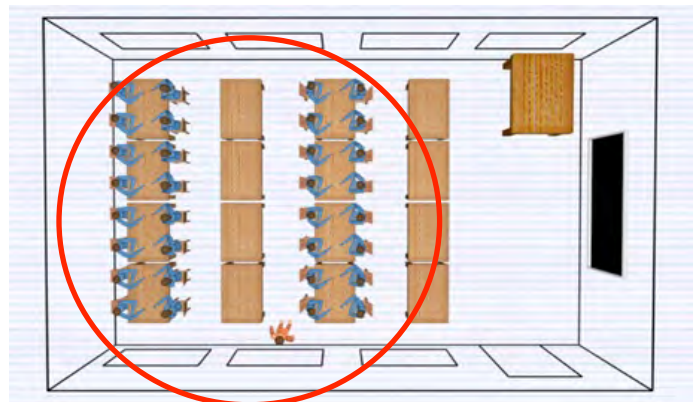
Pre-Reading/Paghahanda sa Pagbasa. The teacher facilitates all Pre-Reading Activities to the whole class. Below are the activities for Pre-Reading in English and Filipino

Filipino

- Paghawan ng Balakid
- Pagganyak
- Pangganyak na tanong

English

- Sharing Information and Background Knowledge
- Unlocking of Difficulties
- Making Predictions



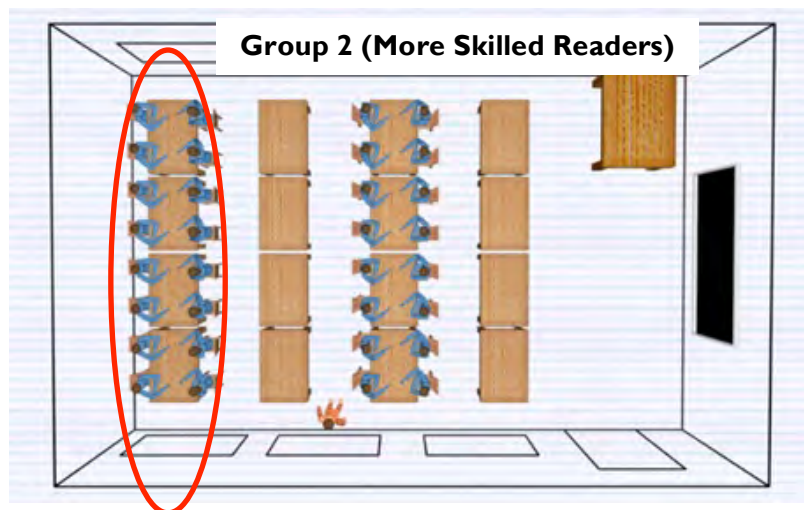
☐ **Slide 55 | During Reading**

🗣️ **State the following:**

While reading *Leveled Readers* in Filipino, the teacher moves from one group to another. The Revised Teacher's Guides provides specific instructions on how to handle differentiated reading instruction.

Group 1 (Less Skilled Readers)	Group 2 (More Skilled Readers)
Teacher gives instructions to both groups. He or she tells group 1 that they will read together. Then, he or she tells group 2 that they will read their <i>Leveled Readers</i> in pairs.	
<p style="text-align: center;">With the Teacher</p> <p>Teacher listens to Group 1 read while Group 2 reads with partner.</p> <p>I. While pupils are reading the <i>Leveled Readers</i>, the teacher listens to the pupils read in pairs in Group 1. The teacher helps pupils that are stuck on a word, by helping them sound out the word or by pointing to the picture to help the reader make connection between the word and the illustration. Teacher also instructs pupils to check if they read the word correctly by sounding out the letters and looking at the pictures.</p> <p>Pupils who are not yet able to read the text can preview the story by looking and talking about the pictures.</p>	<p style="text-align: center;">Paired Reading</p> <p>Pupils read the text in pairs silently.</p>

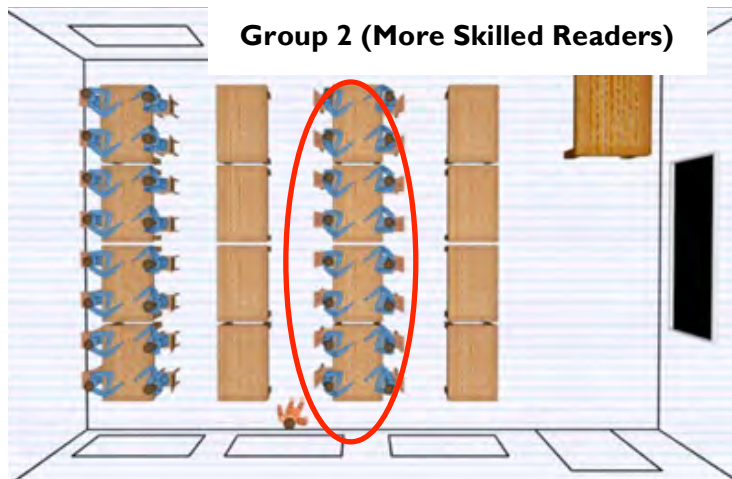
☐ **Note to Trainer:** *When the columns are merged, this means that the teacher is with both groups. When the columns are unmerged, the teacher is with one group.*



Group 1 (Less Skilled Readers)

☐ Slide 56 | During Reading

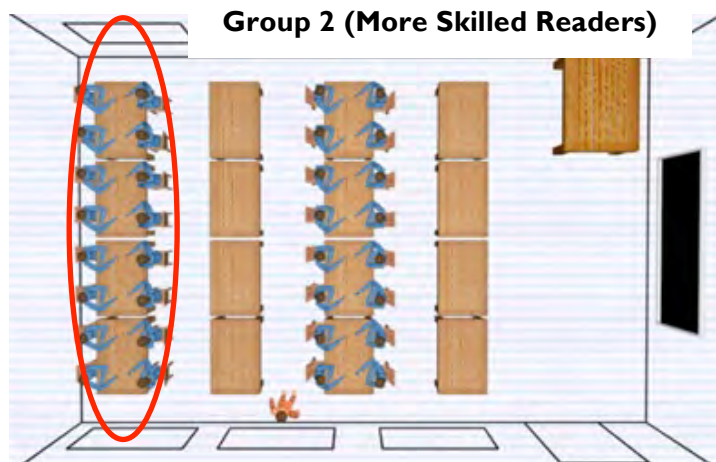
Group 1 (Less Skilled Readers)	Group 2 (More Skilled Readers)
Once both groups are done reading, teacher gives instructions. He or she asks Group 1 to answer questions about the Leveled Reader. Then, he or she joins Group 2 and listens to them read.	
<p style="text-align: center;">Seatwork</p> <p>Pupils answer questions about the Leveled Reader in their notebooks.</p> <p>Note: Teacher may give other activities related to the story which pupils accomplish in pairs, groups or individually.</p>	<p style="text-align: center;">With the Teacher</p> <p>Pupils take turns reading to each other aloud in pairs.</p> <p>Teacher goes around and asks pupils to read different pages from the book.</p> <p>Then, teacher conducts echo reading where he or she reads first and the pupils follow.</p>



Group 1 (Less Skilled Readers)

☐ Slide 57 | During Reading
 🗨️ State the following:

Group 1 (Less Skilled Readers)	Group 2 (More Skilled Readers)
Once Group 2 is done reading the Leveled Reader, he or she goes to Group 1. He or she gives instructions to both groups.	
<p style="text-align: center;">With Teacher</p> <p>Teacher asks pupils in Group 1 to share their work and conducts leveled reading lesson with them.</p> <p>Teacher goes through the story page by page, letting them find certain words.</p>	<p style="text-align: center;">Seatwork</p> <p>Pupils answer questions about the story.</p> <p>Examples: <i>What is the story about?</i> <i>What is your favorite part?</i></p> <p>Pupils write their answers and draw on their notebooks.</p>



Group 1 (Less Skilled Readers)

☐ Slide 58 | Groupings in the English RTG
 🗨️ State the following:

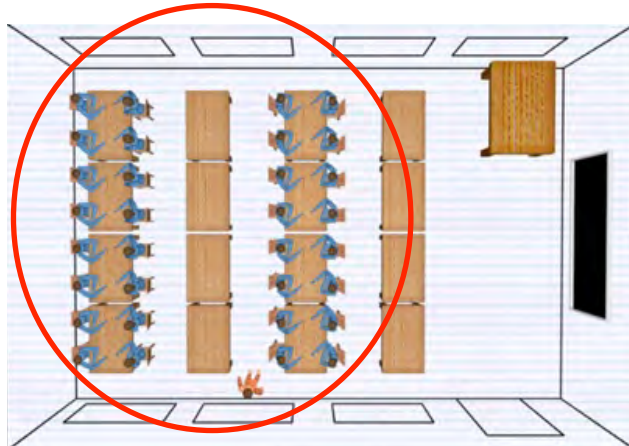
In the English Revised Teacher’s Guide, there are four groups for the Leveled Readers: 2 groups for **less skilled readers** and 2 groups for **more skilled readers**.

During Reading, teacher asks all pupils to read the Leveled Reader. He or she chose five (5) pupils, and listen to them read. Then, teacher meets and works with one group, while the other three groups work on a different task. He or she moves from group to group until he or she hears all four groups read the Leveled Reader and accomplished all Leveled Reader-related tasks.

☐ **Slide 59 | After Reading**

🗨️ **State the following:**

The teacher provides varied activities that develop pupils' Oral Language, Grammar Awareness, Writing/Composing, and Spelling, to name a few. Like the Read Aloud, all these activities are anchored to the Leveled Reader.



☐ **Slide 60 | In a Nut Shell**

🗨️ **State the following:**

1. Read Aloud books are carefully selected and locally published storybooks, which, together with the Revised Teacher's Guides and Leveled Readers, are used to improve the reading-writing instruction in early grade classrooms.
2. Text difficulty is a major factor that determines the success of reading instruction. Hence, it is important to "put the right book in the hands of the right reader."
3. Grouping learners according to their reading ability is good instructional practice.

☐ **Slide 61 | Role Play Exercise**
Instructions

1. Distribute instruction for Role Play Activity.
2. Give the groups 10 minutes to read the script and assign roles to each member. Go around the room and facilitate this activity. Highlight the focus of the situation in the scripts given.
3. If time permits, have participants practice the situation assigned to their group before they leave for the day.

☐ **Slide 62 | Before you go...**

1. **Ticket to Leave**

Distribute the Ticket to Leave. Give participants 5-7 minutes to write on their Ticket to Leave. After the specified time, collect the papers.

2. **Borrowed Materials**

Remind participants to return to Basa Staff materials they borrowed or leave them at the center of the table.

3. **Sign-out**

DAY 3

REGISTRATION, SIGN-IN, INTRODUCTORY ACTIVITY

8:00-8:30 a.m.

RECAPITULATION

8:30-9:00 a.m.

Facilitate review of the topics discussed on DAY 2. Reiterate main points, and address questions and issues on the topics presented in the previous day. Use the “Tickets to Leave” from the previous day to identify 2-3 concepts which participants find confusing.

EFFECTIVE CLASSROOM MANAGEMENT

9:00 a.m.-12:00 p.m.

Slide 4 | Objectives

State the following:

The objectives for our session this morning are...

1. To gain a better understanding of our learners and their behavior; and
2. To share best practices to effective classroom management.

Slides 5 | Role Play Activity

Facilitate Role Play Activity. Give all groups five (5) minutes to make last minute-preparations for their presentation. Explain to participants that the teachers’ responses in the scripts were hypothetical and were written to stimulate a more engaging conversation on the topic.

Materials:

- Instruction/Script
- Worksheet No. 5
- Metacards
- Writing implements

State the following:

Yesterday, each group received the instruction for the Role Play Activity. Today, you will present the situation assigned to your group. While other groups are presenting, complete **Worksheet 5: Class Management** by listing down the **pupils’ behavior** and the **teacher’s reaction** in the situations presented.

Instructions:

1. Each group will be given 3 minutes to present.

2. While other groups are presenting, take note of the pupils' behavior and teachers' reaction to the behavior in your worksheet.
3. After each presentation, trainer will process the observations seen in the role play.

☐ Slide 6 | After the Presentation

🗨️ State the following:

1. Discuss the different situations depicted in the presentations, and answer the following questions.
 - a. Why do you think the pupils behaved that way in each situation?
 - b. Why do you think the teachers reacted the way they did in each situation?
 - c. Were the teachers' responses to the situations effective in addressing the problem?
2. You have 10 minutes to discuss and write your responses on a Manila paper.
3. Post your manila paper in the designated area. Get ready to share your output to the cluster.

☐ Slide 7 | Reflection

🗨️ State the following:

There could be many reasons why people behave the way they do, such in the case of the pupils and the teachers in the presentations. However, if we look deeper, we will notice that the problem lies not on the people and situations per se, but also on our expectations.

This morning, we will reflect on our expectations of a well-managed class. Let's start with our expectations of our pupils.

Materials:

- Metacards
- Markers
- Adhesive tapes

Instructions:

1. Write two things you expect from your Grade 2 pupils in class (e.g. intellect, social skills/behaviors, etc.).
2. When given the signal, raise your metacards. Look around and see if other participants have the same expectations as you.
3. Be ready to talk about your answer. Two participants from each group will be called to share.

📄 Slide 8 | Characteristics of a Grade 2 Pupil

Discuss briefly each characteristics of a Grade 2 pupil.

🗣️ State the following:

In reality, are ALL these expectations met? Why do you think that they are not met? Again, there could be hundreds of reasons why pupils cannot meet our expectations. However, the important question we should be asking is **whether our pupils are capable of meeting our expectations at their age.**

Remember that Grade 2 pupils are children aged 7 or 8 years old. They have characteristics that are different from people our age. Children at this age are still in the early stages of development.

Let's take a look at the characteristics of Grade 2 pupils:

Developmental Characteristics of School Age Children: Physical

🗣️ State the following:

At this age, our learners are:

- Enthusiastic about games
- Enjoy games that allow for comparison of skills
- Enjoy games that allow for self-improvement

Children at this age are still in the early stages of development, and they learn best when they are involved, and in activities that are presented in the form of games. This time, the children like games wherein they can see how they compare with others, and see which kinds of games/activities they are good at, and which kinds of games they will need to improve some of their skills.

What you can do:

- Action songs and energizers
- Show and tell
- Role play
- Rhymes and chants

📄 Slide 9 | Developmental Characteristics of School Age Children: Social-Emotional

🗣️ State the following:

- Like to take on responsibility
- Need to belong to a group
- Need help accepting peers who are different

In our role-play activity, we saw that the leader of the group was able to perform his/her responsibility as a leader. Children this age have a strong drive for responsibility, as you may notice with your pupils – they like volunteering to do tasks, or be in-charge of something in the

classroom. This is the stage also, wherein they develop friendships, and form certain groups of friends. They like to be associated with a group of friends, and have difficulty in accepting peers who are different, as we saw in the role play (teasing). It is important that as teachers, we understand that this is part of their development, but we also need to teach them that it's okay to be different, and those who are a little different should not be made fun of.

What you can do:

- Assigning regular responsibilities in the class (i.e. collection of homework, holding the Read Aloud Big Book, reminding classmates who are not seated in their proper seat)
- Allowing them to work in pairs, small groups

☐ **Note to trainer.** Link discussion to the Role Play Situations on:

- *Non-participation in the classroom*
- *Fighting in the classroom*
- *Restless pupil*
- *Doing something else during groupings*

☐ **Slide 10 | Developmental Characteristics of School Age Children: Cognitive**

🗣️ **State the following:**

- Like to talk, use language to express feelings/tell stories
- Enjoy problem-solving games
- Becoming more self-directed in activities
- Better able to understand and appreciate differences of opinion

Enjoying games and wanting to be more independent are recurring characteristics of our Grade 2 learners in both Social-Emotional and Cognitive aspects. In addition, our learners at this stage are improving in their communication skills and have a better sense of self and others.

Reference: *Developmental Characteristics and Interests of School-Age Children*. Retrieved on October 9, 2016 from Lawrence University website:
https://www.lawrence.edu/mfhe/www_dept_student_dean_sub_volunteer/Everyone/developmental%20characteristics.pdf

What you can do:

- Sharing activities
- Asking pupils if they disagree or agree with a topic or statement

BREAK

10:00-10:30 a.m.

Continuation

10:30 a.m. – 12:00 p.m.

☐ Slide 11 | Reading Problems that are Physiological in Nature

🗣️ State the following:

Sometimes, children have reading problems not because they are incapable of learning how to read, but because of other factors. Let's find out what are these factors that hinder our learners from reading.

- The learner has poor eyesight (i.e. astigmatism, myopia/nearsightedness, hyperopia/farsightedness) and cannot see the word/text clearly.
- The learner has poor hearing, and cannot hear the teacher's story clearly.
- The learner is not feeling well (i.e. has a fever), tired, or hungry.

☐ **Note to trainer.** Link discussion to the Role Play Situations on:

- *Non-participation in the classroom*
- *Interrupting pupils*
- *Restless pupil*

☐ Slide 12 | Reading Problems that are Psychosocial in Nature

🗣️ State the following:

Aside from physiological factors, reading problems may also be caused by psychosocial factors.

- The learner is very tense and nervous that he is unable to concentrate in the lesson.
- The learner meets difficulty in a reading activity; he/she gives up trying.
- The learner seeks attention from his/her parents so he pretends not to know how to read
- The learner feels pressured at home to do well because his/her siblings are achievers.
- The learner daydreams most of the time that he/she is barely paying attention in class.

☐ **Note to trainer.** Link discussion to the Role Play Situations on:

- *Teasing in the classroom*
- *Interrupters*
- *Doing something else during Groupings*

☐ Slide 13 | Reading Problems that are Cognitive in Nature

🗣️ State the following:

Aside from physiological and psychosocial factors, reading problems may also be caused by the following:

- **Brain Damage/Injury/Defect**
 - brain injury at birth
 - brain damage caused after an accident
- **Dyslexia**
 - It is a condition that affects the way a person's brain process written and spoken language.

- **Cerebral Dominance**

- Left-dominance: making the person right-handed, right-eyed, right-eared, and right footed
- Right-dominance: making the person left-handed, left-eyed, left-eared, and left footed
- Crossed-dominance: when the person have a dominant hand on one side, and dominant eye on the other (e.g. right-handed, left-eyed)
- Lack of dominance: when the person doesn't have a consistent preference for an eye, hand, or foot

*Example: **Difficulty in Reading:** natural tendency to read from right to left for left-handed learners, pupil may need more support/training to read from left to right)*

- **Learning Styles:** There are pupils who are visual learners. Some are auditory learners. Others are spatial learners.

☐ **Note to trainer.** Link discussion to the Role Play Situations on:

- *Non-participation in the classroom*
- *The “Hoggers”*
- *Interruptors*
- *Restless child*
- *Doing something else during groupings*

☐ **Slide 14 | Reading Problems that are Environmental in Nature**

🗣️ **State the following:**

Reading problems may also be cause by environmental factors.

- There is limited space and quantity of tables/chairs, in the classroom
- The classroom lacks sufficient lighting and ventilation
- There are limited number of books and reference materials in the reading corner
- There are many pupils (30-40)

Considering the characteristics and possible reading challenges of our pupils, we must set expectations that are **reasonable** and **developmentally appropriate**.

☐ **Slide 15 | Reasonable Expectations**

🗣️ **State the following:**

Understanding our learners allows us to set reasonable expectations in the classroom. By reasonable expectations, we **do not mean letting pupils do whatever they want** or **not having rules in the classroom**. Reasonable expectations are setting rules and guidelines that are clear, fair, and consistent.

What are reasonable expectations?

- Reasonable expectations are **clear**.

Every pupil in class knows the rules. It would be better if they are part of the setting of the rules.

- Reasonable expectations are **fair**.
The rules and guidelines must be developmentally appropriate to the pupils. The rules apply to all.
- Reasonable expectations are **consistent**.
It is implemented from the time the rules were set until the end of the school year.

☐ Slide 16| DepEd Child Protection Policy

🗣️ State the following:

Aside from setting reasonable expectations, we have to also remember to RESPECT the child. This is emphasized in DepEd Order No. 40, s2012.

On May 4, 2012, the Department of Education issued DepEd Order No. 40, s2012 entitled DepEd Child Protection Policy. The order provides guidelines in protecting children in school from abuse, violence, exploitation, discrimination, bullying and other forms of abuse. It also promotes **Positive and Non-Violent Discipline of Children**.

☐ Slide 17| DepEd Child Protection Policy

Read the definition of Positive Discipline and Non-Violent Discipline of Children. Highlight the words, holistic, constructive and pro-active. Also, put emphasis on the phrase **children are full human beings with basic human rights**. Lastly, point out that Positive Discipline is long term, and using everyday situations as opportunities to teach life-long skills.

11) Permanent confiscation of personal property of pupils, students or learners, except when such pieces of property pose a danger to the child or to others; and

12) Other analogous acts.

P. "Positive and Non-Violent Discipline of Children" –is a way of thinking and a holistic, constructive and pro-active approach to teaching that helps children develop appropriate thinking and behavior in the short and long-term and fosters self-discipline. It is based on the fundamental principle that children are full human beings with basic human rights. Positive discipline begins with setting the long-term goals or impacts that teachers want to have on their students' adult lives, and using everyday situations and challenges as opportunities to teach life-long skills and values to students.

II. DUTIES AND RESPONSIBILITIES

Section 4. Central Office

The DepEd Central Office shall have the following responsibilities:

A. Develop a policy on violence prevention and child protection in schools.

B. Conduct a campaign on violence prevention and child protection in schools.

C. Devise programs, campaigns and activities through the Offices of the Undersecretary for Programs and Projects and Regional Operations, to raise consciousness, mobilize and educate the students, parents, teachers, community, local government units and other stakeholders in addressing child abuse, exploitation, violence, discrimination and bullying; and

P. "Positive and Non-Violent Discipline of Children" –is a way of thinking and a holistic, constructive and pro-active approach to teaching that helps children develop appropriate thinking and behavior in the short and long-term and fosters self-discipline. It is based on the fundamental principle that children are full human beings with basic human rights. Positive discipline begins with setting the long-term goals or impacts that teachers want to have on their students' adult lives, and using everyday situations and challenges as opportunities to teach life-long skills and values to students.

☐ Slide 18 | Duties and Responsibilities of Learners, Pupils and Students

🗣️ State the following:

DepEd's Child Protection Policy doesn't only state the responsibilities of teachers in ensuring that pupils are protected from abuse, violence, discrimination. It also outlines the **duties and responsibilities of students/pupils/learners** when in school. These are enumerated on page 15 of said DepEd policy. Here are some of their duties and responsibility

- Comply with the school's regulations as long as they are in harmony of their best interest
- Conduct themselves in accordance with their level of development, maturity and demonstrated capabilities, with a proper regard for the rights and welfare of other persons
- Respect another person's rights regardless of opinion, status, gender, ethnicity, religion, as well as everyone's moral and physical integrity; and
- Observe the Code of Conduct for pupils, students, and learners.

☐ Slide 19 | What I could have done...

Have participants work think of strategies to address the situations presented in the Role Play Activity.

🗣️ State the following:

Now that we understand our learners and the importance of setting reasonable expectations, let's go back to the situations presented in the Role Play. Think of one or two strategies that the teacher in the role play could have done to address the issues on classroom management. **If the teacher in the play managed the situation well; then, think of more creative ways to manage the situation.**

Materials: Worksheet 5: Classroom Management, writing implements

Instructions:

1. Think of one to two strategies that you can do to address the issues in the Role Play Activity.
2. Write your strategies in the fourth column of Worksheet No. 5.
3. You have **10 minutes** to work on the task.
4. Be ready to share your strategies to your groupmates.

☐ Slide 20 | Group Sharing

Go around the room and listen while participants share with their groupmates. Give participants **30 minutes** to discuss and write their output.

Materials: manila paper, writing implements, adhesive tapes

🗣️ State the following:

1. Exchange and discuss strategies with your groupmates. List down strategies that are not in your worksheet.
2. As a group, choose and decide on two strategies that address the pupils' behavior in the situations presented in the Role Play.
3. Write the strategies on a metacard. Then, post your metacard/s beside the last column completed in activity earlier this morning.

📄 Slide 21 | Group Presentation

Facilitate activity. Assign a presenter for each group using the Numbered Heads strategy.

📄 Slide 22 | Processing

Guide participants as they reflect on the activities for this session. Call a few participants to read the questions flashed on the screen. Give the cluster a few seconds to reflect on each question. Call a few participants to share their responses to the cluster.

🗣️ Ask the following:

1. In the past, how do you usually find solutions to classroom management issues?
2. During the activity, how did you feel about exchanging strategies with your groupmates?
3. Do you think sharing strategies on classroom assessment is helpful? Why or why not?

📄 Slide 23 | In a Nut Shell

Encourage participants to ask questions about the topics. Once all their questions have been addressed, summarize the discussion.

🗣️ State the following:

- We have to understand our learners and their circumstances to be able to set **clear, fair, and consistent** expectations.
- Be creative. There are different ways of looking at problems, and more than one way to solve them.
- DepEd Order No. 40, or the Child Protection Policy, is primarily anchored on RESPECT for the child as a person. It is meant to promote positive discipline and prevent corporal punishment to address short-term and long-term needs.

LUNCH

12:00-1:00 p.m.

Continuation:
1:00-2:00 p.m.

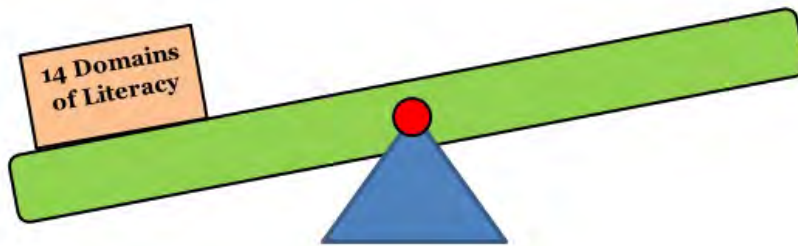
Slide 24 | Reinforcing Effective Literacy Instruction

Review the key concepts discussed that reinforce Effective Literacy Instruction in Grade 2 classrooms.

Slide 25 | Reinforcing Effective Literacy Instruction

State the following:

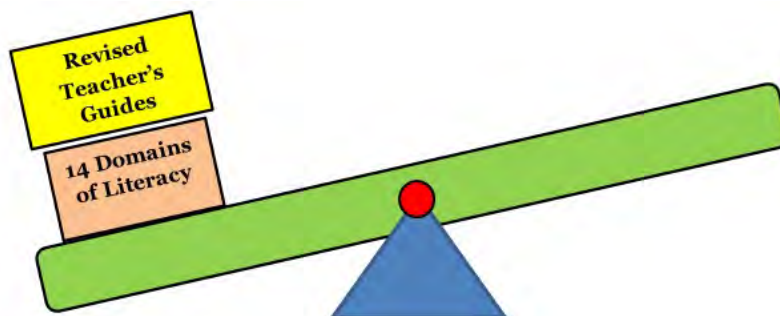
The **14 Domains of Literacy** are the objectives of instruction. They are the skills that need to be developed to achieve the goals of literacy, which is “children who can read and love to read.”



Slide 26 | Reinforcing Effective Literacy Instruction

State the following:

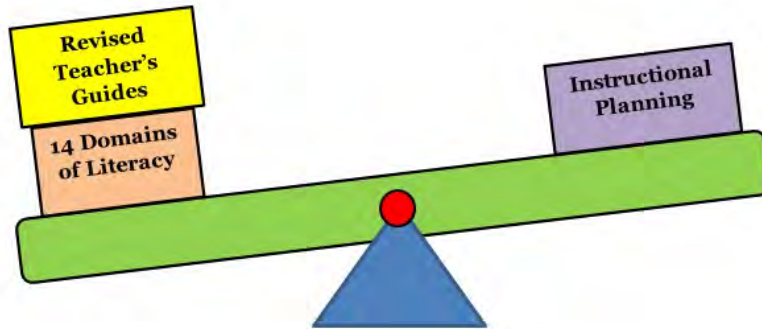
The **Revised Teacher’s Guides** are one of the materials used in the balanced approach to teaching literacy. They contain activities that develop multiple domains of literacy.



☐ Slide 27 | Reinforcing Effective Literacy Instruction

💡 State the following:

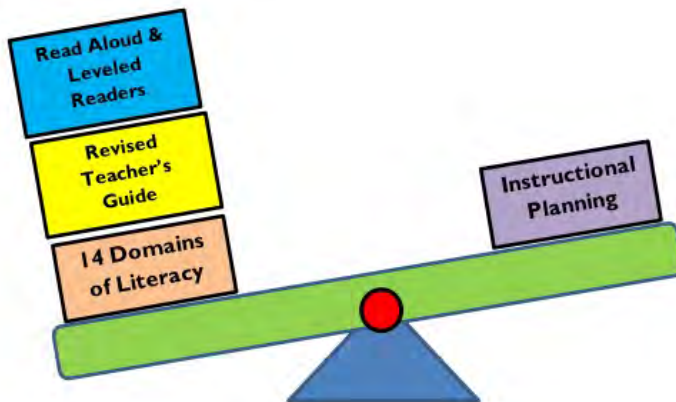
Instructional planning is necessary practice as it allows teachers to visualize and anticipate how a lesson will happen before instruction. It is also an opportunity for teachers to reflect on their teaching. Planning how the lessons in the Revised Teacher's Guide will be taught increases the chance of success in developing good readers.



☐ Slide 28 | Reinforcing Effective Literacy Instruction

💡 State the following:

The **Read Aloud and Leveled Readers** are materials to which all activities in the Revised Teacher's Guides are anchored. Through the use of these materials pupils' literacy and reading skills are developed.

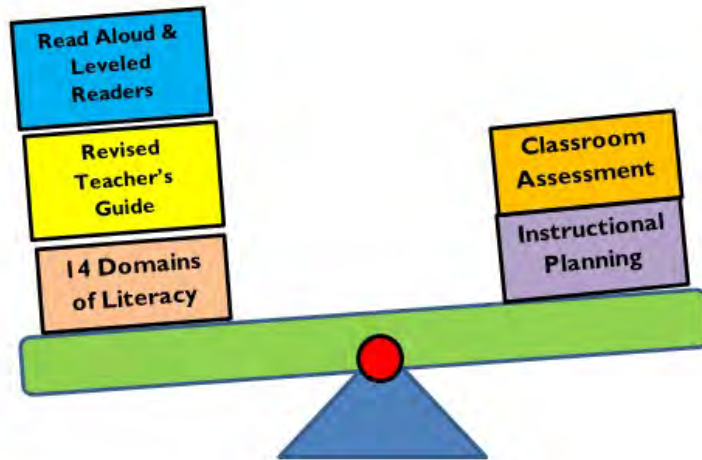


☐ Slide 29 | Reinforcing Effective Literacy Instruction

💡 State the following:

Classroom Assessment is integral in the implementation of the curriculum. It informs teachers of learner's progress which they can use as a basis in adjusting instruction in the classroom. This is important

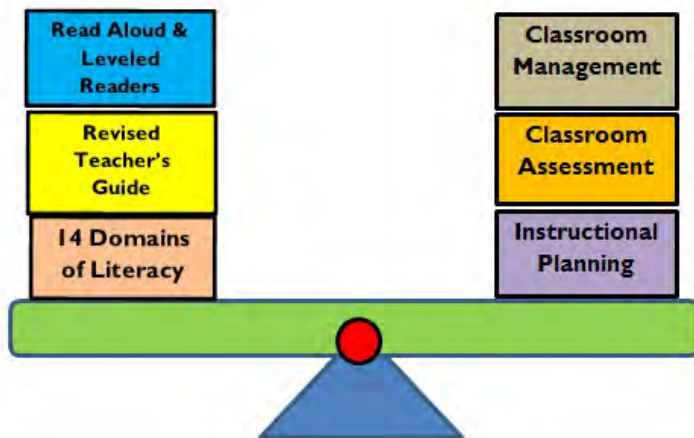
because it gives the teacher opportunity to reflect on his/her teaching in relation to what his/her pupils learned and achieved.



☐ Slide 30 | Reinforcing Effective Literacy Instruction

🗨️ State the following:

Effective Instruction is possible only if pupils are in the right frame of mind to learn. In other words, pupils are actively engaged in the learning process. This won't be possible if the class is not well managed. **Classroom Management** is an important component of the instruction.



☐ Slide 31 | Reinforcing Effective Literacy Instruction

🗨️ State the following:

Effective Literacy Instruction is achieved when instruction is well-planned; classroom assessment is frequently conducted; the classroom is well-managed; and level-appropriate activities and materials are given to pupils.

☐ Slide 32 | Ticket to Leave: Did you notice...

🗣️ State the following:

Remember in Day 1, we mentioned that we would be modelling strategies for classroom management during the training. Did you notice those strategies?

In your Ticket to Leave, write **two classroom management strategies** that were used during the training. Describe how it was done in the two or three sentences.

☐ Slide 33: Post Test and Training Evaluation

Distribute the Post Test and Training Evaluation Form to participants. Give them **15 minutes** to work on the task. Afterwards, collect the papers. You may ask your co-trainers to help you with the distribution and collection of the papers.

CLOSING PROGRAM

2:00-3:00 p.m.

- ☐ **Note to trainer:** *Distribute copies of the Basa Pilipinas on DepEd's Learning Portal (LRMDS) before discussing the slide.*

☐ Basa Pilipinas on DepEd's Learning Portal

🗣️ State the following:

1. Basa Pilipinas Learning Resources are available on the LRMDS portal. Materials include the Revised Teachers Guide, Leveled Readers, and Multigrade Outlines for Grades 1 – 3.
2. Registration Process
 - a. Go to Register page by clicking on the Register link on top of the main menu
 - b. Fill in all the required fields and click on the Register button.
 - c. A verification message will be sent to your registered e-mail address.
 - d. Upon receipt, click on activate button
3. All DepEd teachers are free to use the Basa materials for non-commercial and educational purposes.
4. For any concerns, please coordinate with your district IT coordinator, or you may e-mail us at info.basa@edc.org or contact the Bureau of Learning Resources at +63 (02) 634-1072; 634-1054; 631-4985 or send an email to blr.lrqad@deped.gov.ph.

REFERENCES

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DAY 3

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TRAINING OBJECTIVES, SCHEDULE AND HOUSE RULES



Training Overview

1. Review effective instructional practices and the 14 Domains of Literacy;
2. Re-examine the Revised Teacher's Guides and prepare a Daily Lesson Log (DLL);
3. Discuss classroom assessment and gain a better understanding of the kind of assessment found in the Revised Teacher's Guides;

Training Overview

4. Revisit the Read Alouds and the Leveled Readers and address common challenges encountered in using them; and
5. Share best practices in effective classroom management

Training Schedule

DAY I

7:30-8:30 a.m.	Registration and Guidelines on Admin & Finance Concerns
8:30-9:30 a.m.	Opening Program and Pretest
9:30-10:00 a.m.	Training Overview, Schedule and House Rules
10:00-10:30 a.m.	BREAK
10:30 a.m. - 12:00 p.m.	Topic 1: Review of Effective Literacy Instruction and the 14 Domains of Literacy
12:00-1:00 p.m.	LUNCH
1:00-5:00	Topic: 2: Revisiting the Revised Teacher's Guides (RTGs) Topic 3: The Daily Lesson Log (DLL), part I

Training Schedule

DAY 2

7:30-8:30 a.m.	Registration and Introductory Activity
8:30-8:45 a.m.	Recapitulation
8:45-9:15	Topic 3: The Daily Lesson Log (DLL), part 2
9:15-10:00 a.m.	Topic 4: Classroom Assessments
10:00-10:30 a.m.	BREAK
10:30 a.m. -12:00 p.m.	Continuation of Topic 4
12:00-1:00 p.m.	LUNCH
1:00-3:00 p.m.	Topic 5: Revisiting the Read Alouds and the Leveled Readers
3:00-3:30 p.m.	BREAK
3:30-5:00 p.m.	Continuation of Topic 5

Training Schedule

DAY 3

7:30-8:30 a.m.	Registration and Introductory Activity
8:30-9:00	Recapitulation
9:00-10:00	Topic 6: Sharing of Best Practices for Classroom Management
10:00-10:30	BREAK
10:30-12:00	Continuation of Topic 6
12:00-1:00	LUNCH
1:00-2:00 p.m.	Wrap Up: Reinforcing Effective Literacy Instruction
2:00-3:00 p.m.	Closing Program

Before the Training

1. The cluster will be divided into 6-7 groups with 10-11 members.
2. Write your group's name, together with the names of all the members on a bond paper.
3. Assign a number to each member of the group. During recitations and presentations, presenters will be determined by the number assigned to them.

Before the Training

4. Put your things anywhere you like **EXCEPT** on the tables.
5. When you need to use the toilet, take a Bathroom Pass (BP) from the tray near the door. There will only be four (4) BP, so **Wait for Your Turn**.
6. Put your mobile in **SILENT MODE**. If you need to take a call, quietly step out of the room.

House Rules: During Training

1. This is a RISK-FREE Environment, so if you have questions, ASK AWAY.
2. JOIN the discussion. We value your inputs.
3. Cooperate. Collaborate.
4. Take down notes. It helps you remember things.
5. Accomplish Ticket to Leave before you go.

After the Training

1. On DAY 3, make sure that you have submitted the POST TEST and TRAINING EVALUATION.
2. Thank your group mates and everyone who you have worked with.

Enjoy the Training! 😊

Watch out for...

- Classroom Management Strategies
- Classroom Assessment Methods

Review of Effective Literacy Instruction & the 14 Domains



Objectives

- To review the design in the development of the Revised Teacher's Guides and Leveled Readers, and the selection of the Read Alouds;
- To make the connection between the 14 Domains of Literacy and the Revised Teacher's Guides;

Understanding the Big Picture



Goal of Literacy Instruction

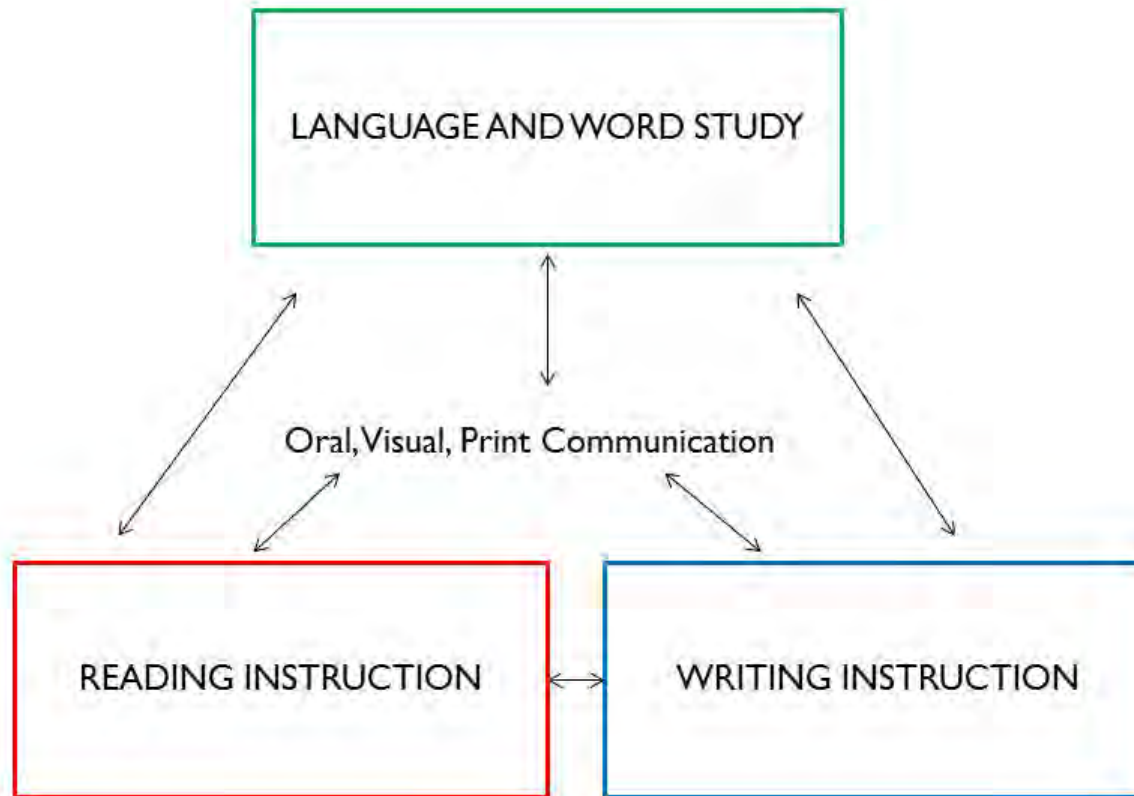


Children who can
read and love to
read

14 Domains of Literacy

English	Filipino
Attitude towards Language, Literature and Literacy	<u>Pagpapahalaga sa Wika at Panitikan</u>
Oral Language	<u>Wikang Binibigkas</u>
Listening Comprehension	<u>Pag-unawa sa Binasa</u>
Book Print Knowledge	<u>Kaalaman sa Aklat at Limbag</u>
Phonological Awareness	<u>Kamalayang Ponolohikal</u>
Alphabet Knowledge	<u>Kaalaman sa Titik ng Alpabeto</u>
Phonics and Word Recognition	<u>Palabigkasan at Pagkilala sa Salita</u>
Spelling	<u>Pagsulat at Pagbaybay</u>
Grammar Awareness	<u>Wika at Gramatika</u>
Writing and Composing	<u>Komposisyon</u>
Fluency	<u>Tatas</u>
Vocabulary Development	<u>Pag-unlad ng Talasalitaan</u>
Reading Comprehension	<u>Pag-unawa sa Binasa</u>
Study Skills	<u>Estratehiya sa Pag-aaral</u>

Balanced Literacy Approach



GRADUAL RELEASE OF RESPONSIBILITY

Reading →

Read Aloud

Shared reading

Guided reading

Independent reading

TEACHER SUPPORT

STUDENT

Modeled writing

Shared/interactive writing

Guided writing

Independent writing

Writing →

Comprehensive Reading Program

Read Aloud: Pupils listen as the teacher read aloud a story

Shared Reading: Teacher and pupils read together

Guided Reading: Pupils read text appropriate to their level and teacher steps in when needed

Independent Reading: Pupils read their chosen text individually or in pairs



Gradual Release of
Responsibility

The Quiz: 14 Domains of Literacy

Instructions

1. Classroom activities will be flashed on the screen. Identify the domain being developed in each activity.
2. Write your answers on the metacards. When given the signal, raise your metacards.
3. The group who gets the most number of correct answers win The Quiz.

What domain am I trying to develop among my pupils when...

1

I ask them to choose their favorite story among the Read Aloud that they listened to and tell the class why they like it?

Attitude Towards Literacy,
Language, and Literature

Attitude Towards Literacy, Language, and Literature

Having a sense of being a reader and developing individual choices of and tastes for texts to read for various purposes such as for learning or for pleasure

Other Domains: Oral Language

Ex. Pupils reread their chosen Leveled Reader during Independent Reading time.

What domain am I trying to develop among my pupils when...

2

after teaching them the correct use of the polite expressions, I ask them to use these correctly during dramatization?

Oral Language

Oral Language (in the target language)

One's knowledge and use of the structure, meanings and uses of the language

Other Domains: Grammar Awareness, Vocabulary Development

Ex. Pupils share their experiences or stories they heard to their classmates during Sharing Information/News.

What domain am I trying to develop among my pupils when...

3

after I read the Read Aloud, I ask questions that help them recall important details or give the causes of certain events in the story?

Listening Comprehension

Listening Comprehension

A complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the listener and the text

Other Domains: Oral Language

Ex. Pupils make inferences about the characters' feelings in the Read Aloud.

What domain am I trying to develop among my pupils when...

4

before I read the Read Aloud, I ask them to talk about the cover of the book and ask them to try to read its title, the name of the author and the illustrator?

Book Print Knowledge

Book Print Knowledge

Knowing and being acquainted with books and how print works

Other Domains: Oral Language

Ex. Teacher points out to pupils that a person reads from left to right, top to bottom.

What domain am I trying to develop among my pupils when...

5

after I read a poem, I ask them to tell me if the ending words in each line rhyme or not?

Phonological Awareness

Phonological Awareness

It is the ability to notice, think about and work with the individual sounds in spoken words.

Other Domain: Oral Language

Ex. Pupils identify the initial or ending sound of given words.

What domain am I trying to develop among my pupils when...

6

I ask them to identify each vowel (ex. a, e, i, o, u), give its sound and write correctly its upper and lower case.

Alphabet Knowledge

Alphabet Knowledge

The ability to recognize, name, and sound out all the upper and lower case letters of the alphabet.

Other Domains: Phonological Awareness

Ex. Pupils review the consonants: naming, sounding them out and writing them in upper and lower case

What domain am I trying to develop among my pupils when...

7

I ask them to read correctly the compound words from the Leveled Readers that I introduced?

Phonics and Word Recognition

Phonics and Word Recognition

The ability to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters in written language

Other Domains: Fluency

Ex. Pagbasa ng mga salita at parirala mula sa babasahing Leveled Reader

What domain am I trying to develop among my pupils when...

8

I ask them to write correctly the words that they learned to read?

Spelling

Spelling

Being able to convert oral language sounds into printed language symbols (letters)

Other Domains: Alphabet knowledge

Ex. Spelling words from the Read Aloud

What domain am I trying to develop among my pupils when...

9

after giving sufficient examples, I ask them to use the verbs introduced to them in sentences

Grammar Awareness

Grammar Awareness

The knowledge of language features and sentence structures in written language

Other Domains: Oral Language, Spelling, Writing/
Composing

Ex. Identify pang-uri in the sentences from the Listening Story

What domain am I trying to develop among my pupils when...

10

After reading a story about a boy with a magical chair, I ask them to prepare a birthday card for the boy?

Writing/Composing

Writing/Composing

Being able to formulate ideas into sentences or longer texts and represent them in the conventional orthographic patterns of written language.

Other Domains: Spelling, Alphabet Knowledge

Ex. Pagpapasulat sa mga mag-aaral ng Liham Pasasalamat

What domain am I trying to develop among my pupils when...

11

I ask them to read orally a paragraph in their Leveled Readers, instructing them to read the words accurately and with proper phrasing?

Fluency

Fluency

The ability to read orally with speed, accuracy and proper expression

Other Domains: Phonics and Word Recognition

Ex. Pagpapabasa ng tula nang may tamang bilis at ekspresyon

What domain am I trying to develop among my pupils when...

12

before I read the Read Aloud, I pick out some words and expressions that I know they don't understand, use them in sentences, and ask them to pick out among the choices the synonym of the word?

Vocabulary Development

Vocabulary Development

Knowledge of words and their meanings in both oral and print representations

Other Domains: Oral Language, Grammar Awareness

Ex. Explaining words using facial expressions, gestures, context clues while reading the Read Aloud

What domain am I trying to develop among my pupils when...

13

After reading the Leveled Reader on their own, I ask them to identify events that happened in the story that show cause and effect?

Reading Comprehension

Reading Comprehension

A complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the reader and the text

Other Domains: Oral Language

Ex. Pupils make a story map using the information from the Leveled Reader.

What domain am I trying to develop among my pupils when...

14

I ask them to arrange ten words in alphabetical order?

Study Skills

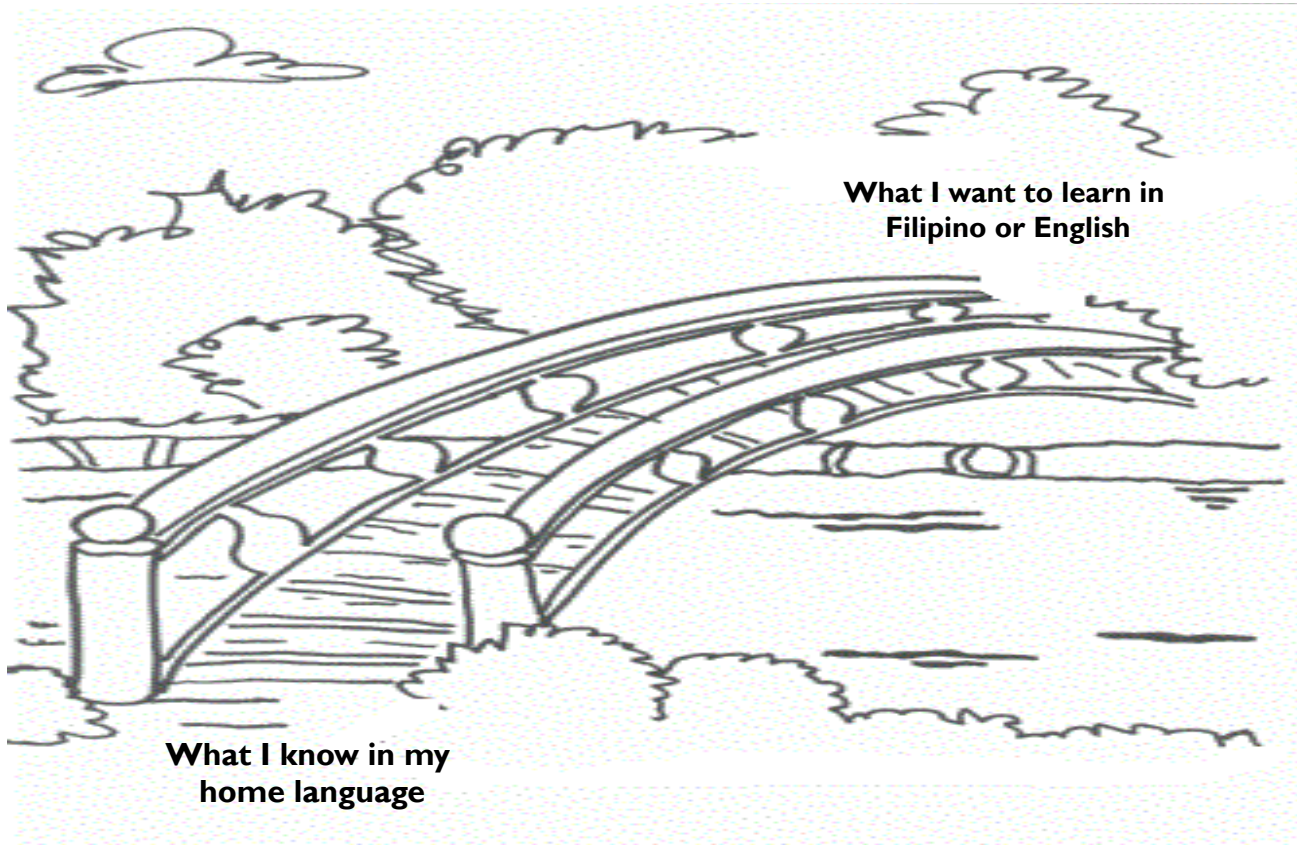
Study Skills

A general term for techniques and strategies that help a person read or listen for specific purposes with the intent to remember.

Other Domains: Alphabet Knowledge

Ex. Organize information gathered using a graphic organizer

Bridging Across Languages



Domains that are **EASILY TRANSFERRED**

- Phonological Awareness
- Book Print Knowledge
- Writing and Composing
- Listening Comprehension
- Reading Comprehension
- Attitude towards Language, Literacy and Literature
- Study Skills

Domains that are EASILY TRANSFERRED

- Book and Print Knowledge
Example: All books have an author and a cover page
- Listening/Reading Comprehension
Example: Activating prior knowledge
- Phonological Awareness
Example: rhyming words

Domains that are EASILY TRANSFERRED

- Attitude Towards Language, Literacy and Literature
Example: Favorite story books
- Study Skills
Example: Using the table of contents
- Writing/Composing
Example: Writing Process

Domains that PRESENT OPPORTUNITIES FOR BRIDGING

- Alphabet Knowledge
- Fluency
- Phonics and Word Recognition
- Spelling
- Grammar Awareness

Domains that PRESENT OPPORTUNITIES FOR BRIDGING

- Alphabet Knowledge

Example: Mother Tongue and Filipino Alphabet are the same (28 letters); English Alphabet only has 26 letters

- Phonics and Word Recognition

Example: decoding strategies

- Grammar Awareness

Example: Forming past tense of verbs

Domains with LIMITED TRANSFER

- Oral Language
- Vocabulary Development

Domains with LIMITED TRANSFER

- Oral Language
Example: Polite expressions
- Vocabulary Development
Example: Unfamiliar words and expressions

In a Nut Shell

I. The Revised Teacher's Guides and Leveled Readers were designed, and the Read Alouds were selected with the Goal of Reading Instruction, the 14 Domains of Literacy, and the Balanced Literacy Approach in mind.

In a Nut Shell

2. More than one domain can be developed in one activity as clearly reflected in the Revised Teacher's Guides.
3. There are Domains of Literacy that need specific teaching, that can be bridged, and are transferrable from one language to another.

Revisiting the Revised Grade 2 Teacher's Guide



Objectives

- To gain a better understanding of the content of the Revised Teacher's Guides
- To address questions/concerns on the use of the Revised Teacher's Guides

A Reading Story

Group Assignment

Group 1: DepEd

Group 2: USAID/Basa Pilipinas

Group 3: Curriculum

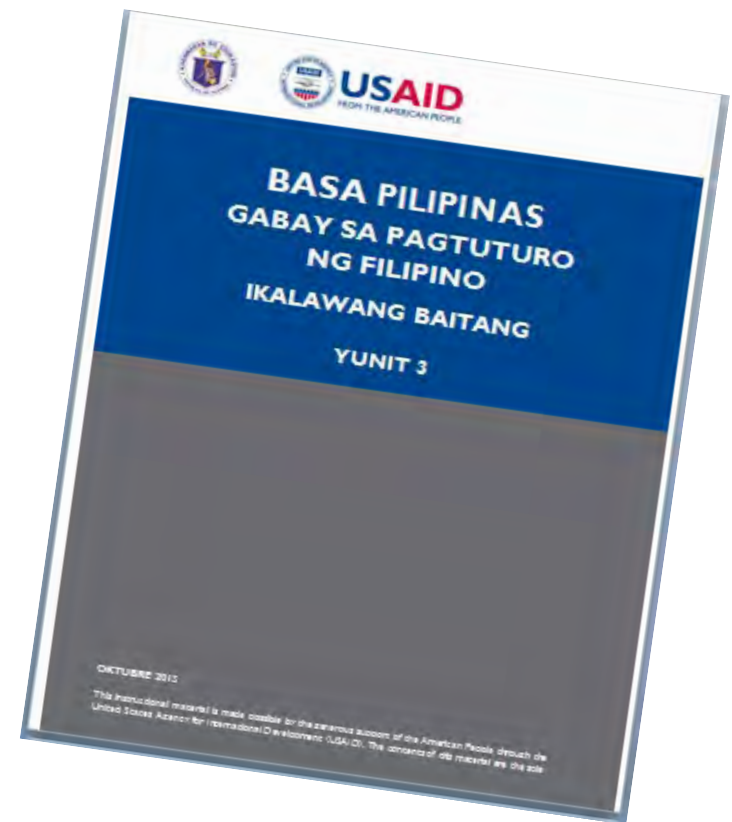
Group 4: Teacher's Guides

Group 5: Read Alouds

Group 6: Leveled Readers

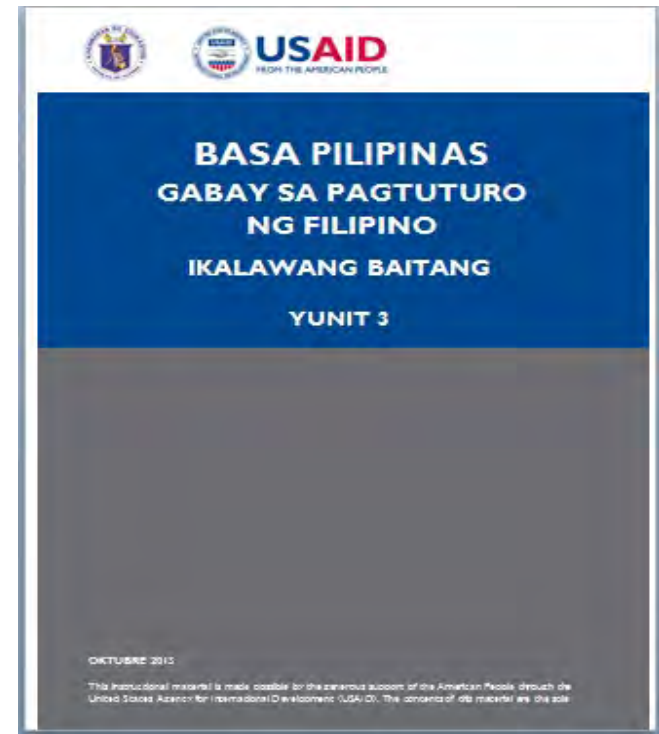
The Revised Teacher's Guides

- Grade 2 Teacher's Guide, developed in 2014
- Based on the DepEd Curriculum Guides
- Went through the DepEd IMCS (now called BLR) review process



The Front Cover

- DepEd & USAID Logos
- Title of Material
- Grade Level
- Quarter
- Date of Publication
- Footnote



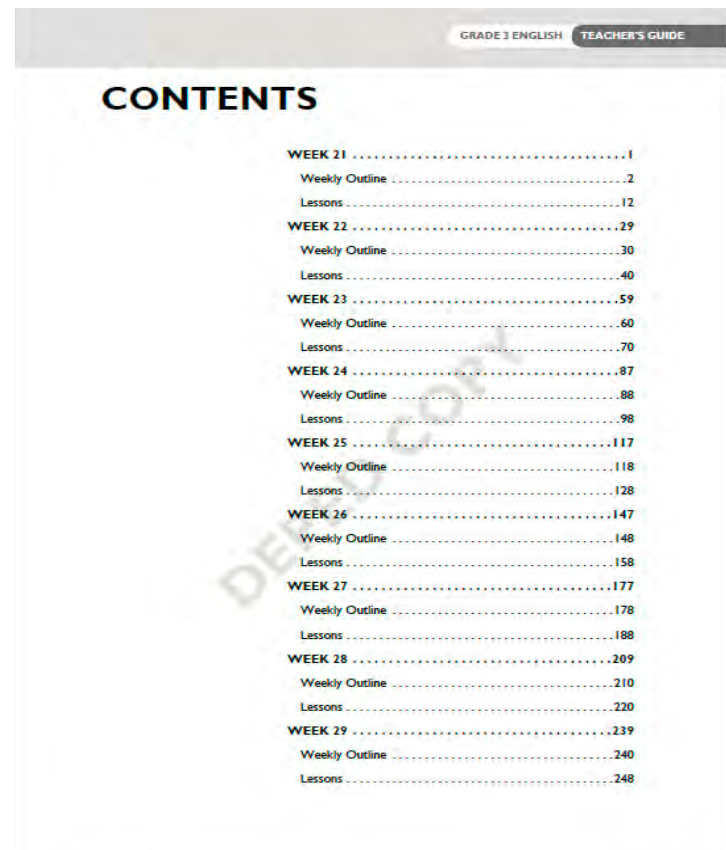
The Copyright Page

- Author's Name
- Reviewers (both Content & Language)
- Date of Publication
- Place of Publication
- Publisher



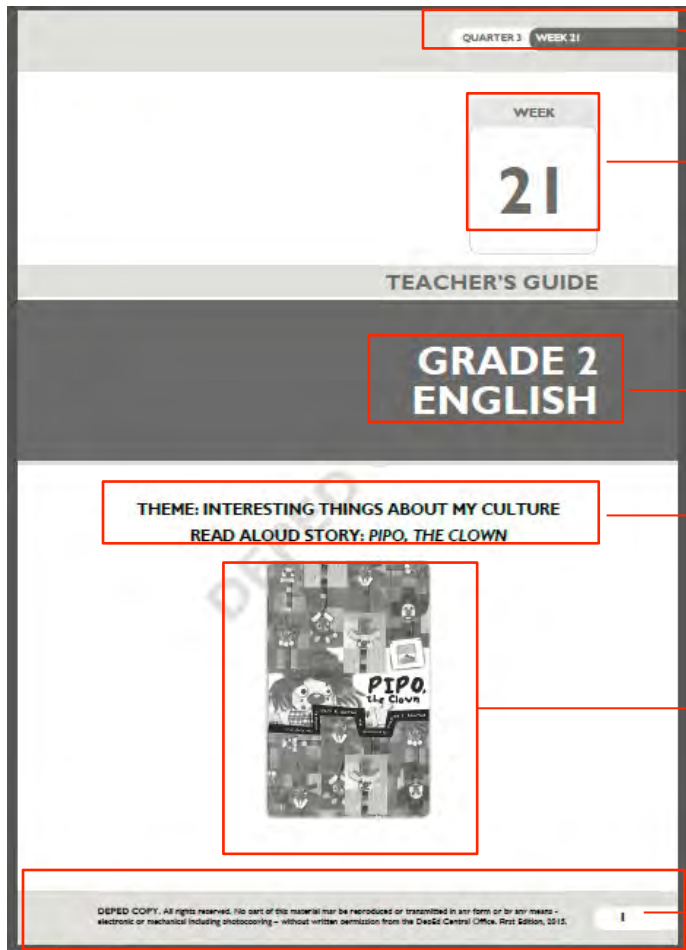
The Table of Contents

Shows the pages where you'll find the Weekly Outlines and the Daily Lessons



CONTENTS	
WEEK 21	1
Weekly Outline	2
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WEEK 22	29
Weekly Outline	30
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The Weekly Cover Page – (1st Week)



Quarter, Grade and Subject

Week

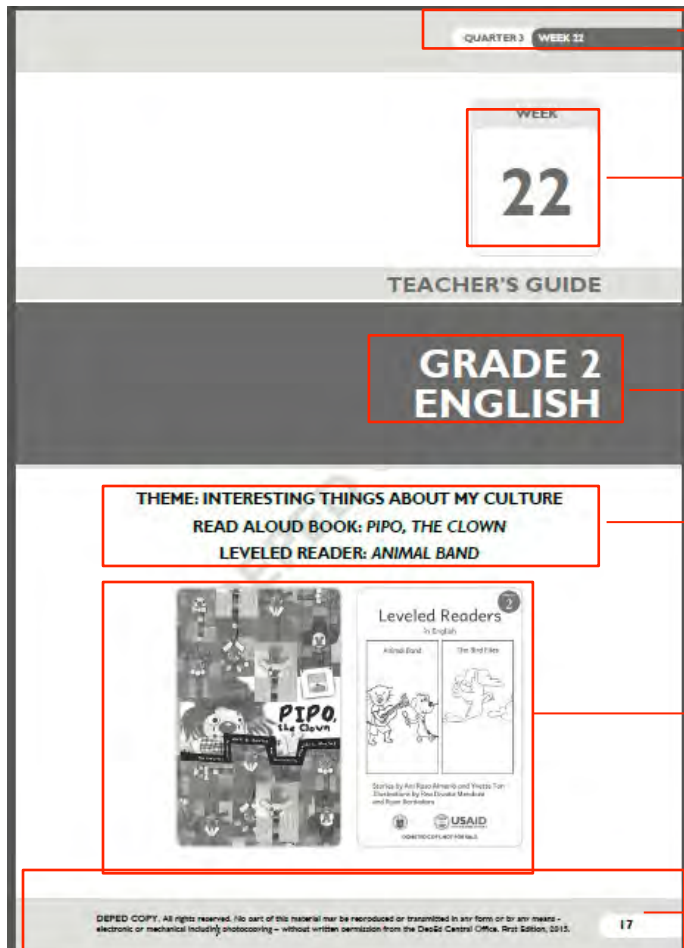
Grade Subject

Theme and Title

Theme and Read Aloud

Information on Copyright 66

The Weekly Cover Page (2nd Week)



Quarter, Grade and Subject

Week

Grade Subject

Theme and Title

Theme and Read Aloud

Information on Copyright 67

The Weekly Outline

TEACHER'S GUIDE GRADE 2 ENGLISH

OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2 ENGLISH
QUARTER 3, WEEK 21 (50 MINUTES PER DAY)

Theme: Interesting Things about My Culture
Read Aloud Book: Pipo, the Clown

Day	Domain	Objectives	Subject Matter
Daily	OL	<ul style="list-style-type: none"> EN2OL-III-a-1.1.1 Participates in choral speaking and solo reading of short poems, rhymes, and stories with repeated patterns and cultures in English 	<ul style="list-style-type: none"> Sharing information and team Poem or Song Phonological Awareness/Alphabet Knowledge games
	PA	<ul style="list-style-type: none"> EN2PA-III-a-8.2 Produces speech sounds (sounds and letter names) 	
	AK	<ul style="list-style-type: none"> EN2AK-III-a-1.1 Cites the beginning sound of each consonant (m, s, f, c, h) 	
	PWR	<ul style="list-style-type: none"> EN2PWR-III-a-1.1 Participates in a recitation of texts (e.g. poetry, rap/verse text) 	
1	V	<ul style="list-style-type: none"> EN2V-III-b-11.1 Give the meaning of words used in context (presented through real objects, illustrations, demonstration, and context clues) 	<ul style="list-style-type: none"> Read Aloud Story: Pipo, the Clown (Author: Nate A. Santos; Illustrator: Francis C. Alarcon) Use new vocabulary and structures
	SS	<ul style="list-style-type: none"> EN2SS-III-a-4.1.1 Follow instructions orally given 	

LEGEND: AK – Alphabet Knowledge; OL – Oral Language; PWR – Fluency and Word Recognition; PA – Phonological Awareness; F – Fluency; G – Grammar Awareness; V – Vocabulary Development

QUARTER 3 WEEK 21

Teacher Activities	Learner Activities
<ol style="list-style-type: none"> Daily Routine can be any of the following: <ol style="list-style-type: none"> Sharing information or News <ul style="list-style-type: none"> Teacher asks questions allowing pupils to talk about traditions and culture that they know Poem or Song <ul style="list-style-type: none"> Teacher introduces a poem or song that pupils will learn Teacher encourages pupils to read-along (choral reading, echo reading, etc.) Phonological Awareness/Alphabet Knowledge games <ul style="list-style-type: none"> Teacher introduces a game to practice beginning sounds 	<ol style="list-style-type: none"> Daily Routine can be any of the following: <ol style="list-style-type: none"> Sharing information or News <ul style="list-style-type: none"> Pupils talk about local traditions and culture that they know Poem or Song <ul style="list-style-type: none"> Pupils recite a poem or song a song Pupils participate in read-along of text Phonological Awareness/Alphabet Knowledge games <ul style="list-style-type: none"> Pupils practice beginning sounds by playing a game
<ol style="list-style-type: none"> Routine (same as above under Daily Activities) Read Aloud Story: Pipo, the Clown <p>Re-reading Activities</p> <ul style="list-style-type: none"> Teacher invites unfamiliar words and expressions Teacher models using new vocabulary and structures Teacher introduces a game or role play to practice new vocabulary and structures <ol style="list-style-type: none"> Concluding the Session <ul style="list-style-type: none"> Teacher gives homework 	<p>Re-reading Activities</p> <ul style="list-style-type: none"> Pupils listen to the teacher using words, phrases, or expressions that are unfamiliar Pupils talk about words, phrases or expressions that are unfamiliar Pupils play a game using words, phrases or expressions that are unfamiliar <ol style="list-style-type: none"> Concluding the Session <ul style="list-style-type: none"> Homework: Pupils talk about the new words they learn with family members

CC – Comprehension; **LCRC** – Listening Comprehension; **Reading Comprehension**; **JTR** – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Prior Knowledge; **S** – Spelling; **HW** – Homework

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The Weekly Outline Heading

TEACHER'S GUIDE

GRADE 2 ENGLISH

**OUTLINE OF WEEKLY TEACHER'S GUIDE FOR GRADE 2
ENGLISH
QUARTER 3, WEEK 21 (50 MINUTES PER DAY)**

Theme: Interesting Things about My Culture
Read Aloud Book: *Pipo, the Clown*

Day, Domain, and Objectives

Day	Domain	Objectives
	OL	<ul style="list-style-type: none">• EN2OL-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes, and stories with repeated patterns and refrains in English

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: **EN2PA-IIIc-e-6.2**

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	English	EN2
	Grade Level	Two	
Uppercase Letter/s	Domain/Content/Component/ Topic	Phonological Awareness	PA
			-
Roman Numeral <i>*Zero if no specific quarter</i>	Quarter	Third	III
Lowercase Letter/s <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Third to Fifth	c-e
			-
Arabic Number	Competency	Produce speech sounds (sounds and letter sounds)	6.2

DOMAIN/ COMPONENT	CODE
Alphabet Knowledge	AK
Book and Print Knowledge	BPK
Fluency	F
Grammar	G
Listening Comprehension	LC
Oral Language	OL
Phonics and Word Recognition	PWR
Phonological Awareness	PA
Reading Comprehension	RC
Spelling	S
Study Strategies	SS
Viewing Comprehension	VC
Vocabulary Development	V
Writing and Composition	WC

The Subject Matter

Subject Matter

- Sharing information and news
- Poem or Song
- Phonological Awareness/Alphabet Knowledge games

The Teacher and Learner Activities

Teacher Activities	Learner Activities
<p>I. Daily Routine can be any of the following:</p> <p>a. Sharing Information or News</p> <ul style="list-style-type: none"> • Teacher asks questions allowing pupils to talk about traditions and culture <p>b. Poem or Song</p> <ul style="list-style-type: none"> • Teacher introduces a poem or song that pupils will learn • Teacher encourages pupils to read-along (choral reading, echo reading etc.) <p>c. Phonological Awareness/Alphabet Knowledge games</p> <ul style="list-style-type: none"> • Teacher introduces a game to practice beginning sounds 	<p>I. Daily Routine can be any of the following:</p> <p>a. Sharing Information or News</p> <ul style="list-style-type: none"> • Pupils talk about local traditions and culture that they know <p>b. Poem or Song</p> <ul style="list-style-type: none"> • Pupils recite a poem or sing a song • Pupils participate in read-along of text <p>c. Phonological Awareness/ Alphabet Knowledge games</p> <ul style="list-style-type: none"> • Pupils practice beginning sounds by playing a game

The Domain Row

LEGEND: **AK** – Alphabet Knowledge; **OL** – Oral Language;
PWR – Phonics and Word Recognition; **PA** – Phonological Awareness; **F** – Fluency;
G – Grammar Awareness; **V** – Vocabulary Development

C – Composition; **LC/RC** – Listening Comprehension/Reading Comprehension;
ATR – Attitude Towards Reading; **SS** – Study Skills; **BPK** – Book Print Knowledge;
S – Spelling; **HW** – Handwriting

The Daily Lesson

TEACHER'S GUIDE GRADE 2 ENGLISH

DAY	OBJECTIVES
1	(1) EN2OL-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English (2) EN2PWR-IIIa-e-1.1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text) (3) EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented through real objects, illustrations, demonstration and context clues (4) EN2SS-IIIa-d-1.1 Follow instructions orally given

ON-GOING ASSESSMENT

- During week 21, the teacher observes 5 pupils per day during English period and assess their Phonological Awareness competencies using this table:

		1	2
OL	Using appropriate vocabulary, grammar structures to express himself or herself	Does not use appropriate vocabulary or structures, speaks in incomplete sentences	Uses appropriate vocabulary and structures

2 ROUTINE

a. Sharing Information

- Teacher explains that as part of the weekly theme on *Things About My Culture*, they will study *parade*.
- Teacher lets pupils talk about this in pairs: *Have you seen a parade? Describe it to your partner.* Then, he or she picks 1-2 names from the box or bowl. These pupils share in front of the class.

b. Poem: "A Merry Parade"

- Teacher introduces the poem "A Merry Parade." He or she explains a few words such as: *Parade, dawn and may*.

8

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The Day and Objectives Box

DAY	OBJECTIVES
1	<ul style="list-style-type: none">(1) EN2OL-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English(2) EN2PWR-IIIa-e-1.1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text)(3) EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented through real objects, illustrations, demonstration and context clues(4) EN2SS-IIIa-d-1.1 Follow instructions orally given

On-going Assessment

I ON-GOING ASSESSMENT

NOTE

During week 22, the teacher will observe another 5 pupils per day for a total of 50 pupils observed over a 2-week period. If he or she has 60 pupils, he or she can observe 6 a day. It is not wise to observe more than 6 a day.

- During week 21, the teacher observes 5 pupils per day during English period and assess their Phonological Awareness competencies using this table:

		1	2
OL	Using appropriate vocabulary, grammar structures to express himself or herself	Does not use appropriate vocabulary or structures, speaks in incomplete sentences	Uses appropriate vocabulary and structures

Section/Activity Markers

1 ROUTINE

2 IDENTIFY ACTION WORDS (VERBS)

DISTINGUISH SENTENCES VS PHRASES

3

CONCLUDING THE SESSION

4

The Bridging Box

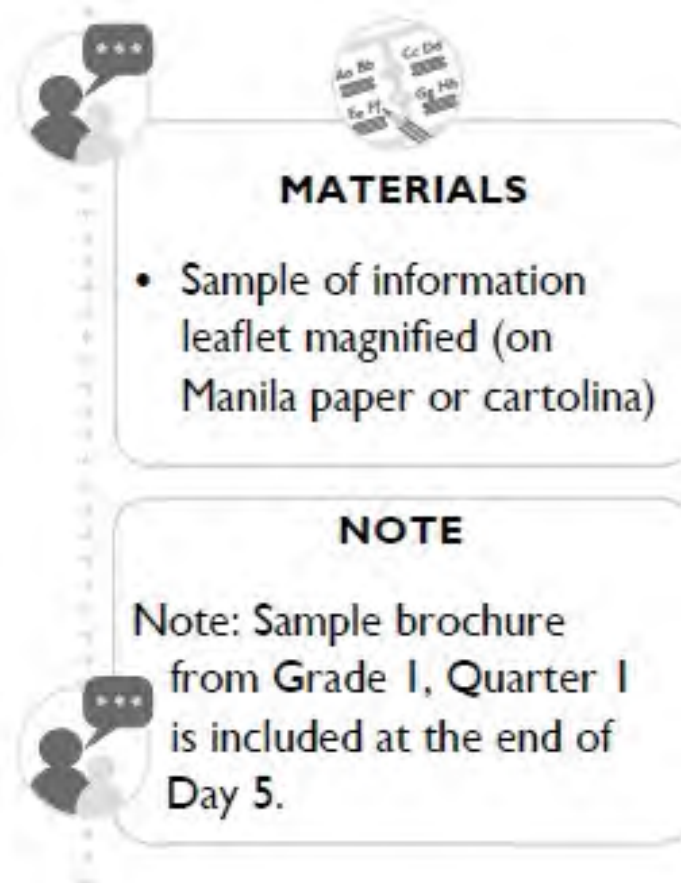


BRIDGING

Some words are easy to explain by showing the picture in the book.

Example; *stilts, bikes, rags, scarf /scarves, dove, parrot*

Note and Materials Box



The graphic consists of two rounded rectangular boxes stacked vertically, connected by a vertical dashed line on the left. The top box is titled 'MATERIALS' and contains a bulleted list item. The bottom box is titled 'NOTE' and contains a single line of text. To the left of the top box is an icon of two people talking, and to the left of the bottom box is an icon of two people talking. Above the top box is a circular icon containing a grid of letters and numbers. The text in the boxes is as follows:

MATERIALS

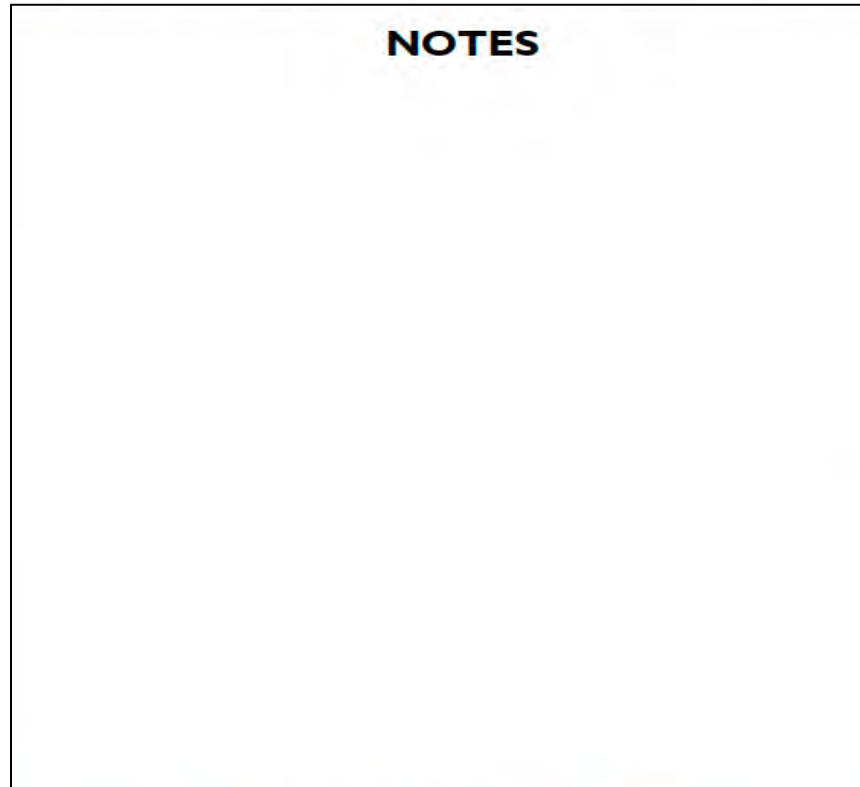
- Sample of information leaflet magnified (on Manila paper or cartolina)

NOTE

Note: Sample brochure from Grade 1, Quarter 1 is included at the end of Day 5.

The Blank Note

NOTES



The “Teacher Says” (or Speech) Icon

(1) to cross

Teacher says: *To cross something is to move from one side to the other. When you go over a bridge, you cross it from one side to the other. If you cross the school yard, you go from one side to the other.*

(2) to be fearful

Teacher puts a scared look on his or her face. She or he says: *I am fearful. That means to be scared of something. What makes you fearful? Teacher calls on a few pupils to answer.*

(3) to be out of sight

Teacher explains: *To be out of sight means to not be seen by others. When you hide under something, you are out of sight. People cannot see you.*



The 10-Day Instructional Sequence

Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------

The 10 Day Instructional Sequence: DAYS 1-5

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Everyday: Group singing; sharing experiences using guide sentences				
Grammar Activities Spelling Activities Read Aloud: Pre-Reading Activating Prior Knowledge Unlocking of Difficulties	Read Aloud: Pre-Reading Making Predictions During Reading After Reading	Read Aloud: Retelling (By Pupils) Rereading (By Teacher/Shared Reading)	PWR Skills (reading of sight words, word families, short vowel words, etc) Spelling Fluency Skills Grammar	Spelling Grammar Composing Activities

The 10 Day Instructional Sequence: DAYS 6-10

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Everyday: Group singing; sharing experiences using guide sentences				
Grammar Activities	Composing Activities	Leveled Readers:	Leveled Readers:	Grammar Activities
Composing Activities		Pre-Reading	Guided Reading	Leveled Readers:
Spelling		During Reading	Composing Activities	Guided Reading
PWR Skills (reading of sight words, word families, short vowel words, etc)		After Reading		Independent Reading
		Guided Reading		

Examining the Revised Teacher's Guides

Group Assignment

Group 1 – Grade 2 English Teacher's Guide, Week 31

Group 2 – Grade 2 English Teacher's Guide, Week 32

Group 3 – Grade 2 English Teacher's Guide, Week 33

Group 4 – Grade 2 English Teacher's Guide, Week 34

Group 5 – Grade 2 Filipino Teacher's Guide, Week 31

Group 6 – Grade 2 Filipino Teacher's Guide, Week 32

Sharing of Outputs

- What domains were developed? What were the objectives?
- Were these domains/objectives developed in the activities?
- Were there opportunities for Bridging in those weeks? How was Bridging done?
- Were there lessons on grammar, phonics, and spelling? When were they taught? How were they taught?

Sharing of Experiences in Using the Revised Teacher's Guide

1. How was your experience in using the Revised Teacher's Guides?
2. What are the things you like about the guide?
3. What are the usual challenges you encounter when using the materials?
4. How do you address those challenges?

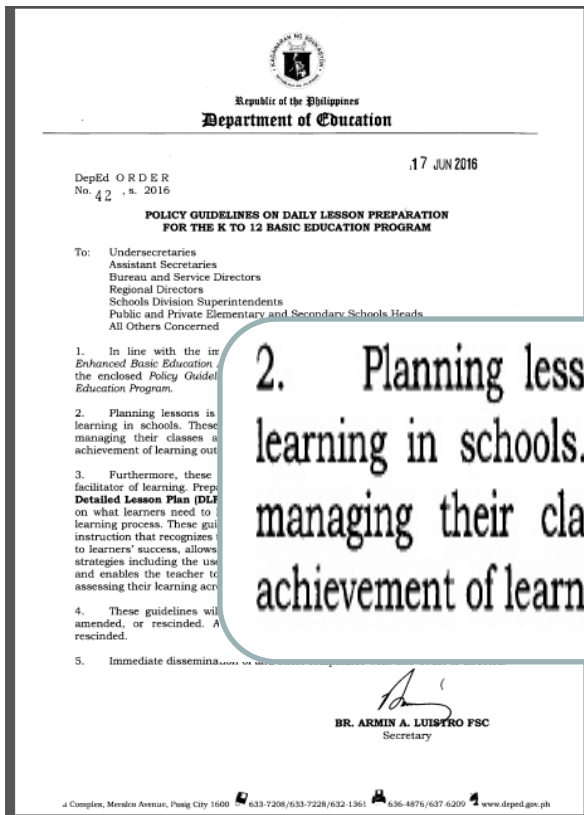
In a Nut Shell

The Revised Teacher's Guides follow a 10-Day Instructional Sequence in which activities are anchored in the Read Alouds and Leveled Readers.

The Daily Lesson Log

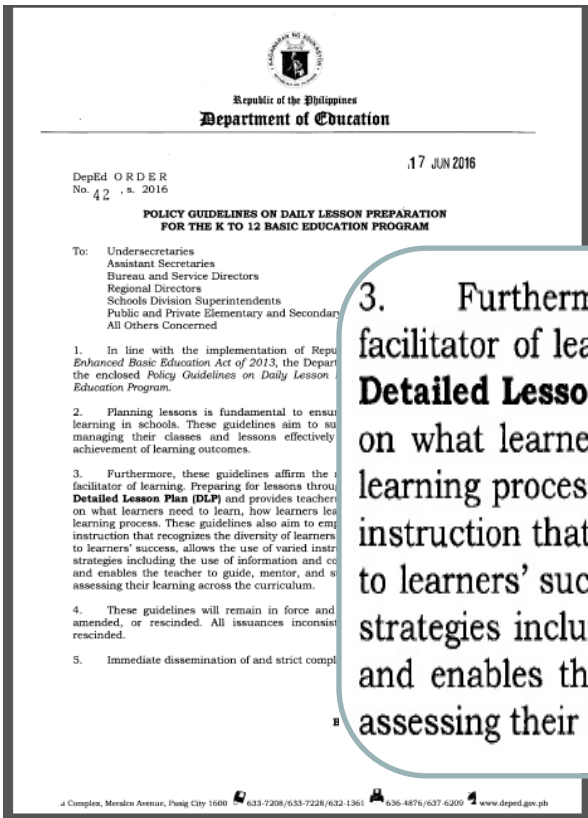


DepEd Order No. 42, s2016



2. Planning lessons is fundamental to ensuring the delivery of teaching and learning in schools. These guidelines aim to support teachers in organizing and managing their classes and lessons effectively and efficiently and ensure the achievement of learning outcomes.

DepEd Order No. 42, s2016



3. Furthermore, these guidelines affirm the role of the K to 12 teacher as a facilitator of learning. Preparing for lessons through the **Daily Lesson Log (DLL)** or **Detailed Lesson Plan (DLP)** and provides teachers with an opportunity for reflection on what learners need to learn, how learners learn, and how best to facilitate the learning process. These guidelines also aim to empower teachers to carry out quality instruction that recognizes the diversity of learners inside the classroom, is committed to learners' success, allows the use of varied instructional and formative assessment strategies including the use of information and communications technologies (ICTs), and enables the teacher to guide, mentor, and support learners in developing and assessing their learning across the curriculum.

Instructional Planning ...

- is the process of systematically planning, developing, evaluating, and managing the instructional process by using principles of teaching and learning.
- guarantees that teaching and learning are the central focus of classroom activity (Airasian, 1994)

The Instructional Process


1. Planning instruction
2. Delivery of instruction
3. Assessment of learning

Lesson Planning using the DLL

Daily Lesson Log (DLL) is a template teachers use to log parts of their daily lesson. The DLL covers a day's or a week's worth of lessons and contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks, and Reflection.

Daily Lesson Log

Annex1B to DepEd Order No. 42, s. 2016

 GRADES 1 to 12 DAILY LESSON LOG	School	Grade Level			
	Teacher	Learning Area			
	Teaching Dates and Time	Quarter			
	Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.				
A. Content Standards					
B. Performance Standards					
C. Learning Competencies / Objectives <i>Write the LC code for each</i>					
II. CONTENT	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.				
III. LEARNING RESOURCES	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.				
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources					
IV. PROCEDURES	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.				
A. Reviewing previous lesson or presenting the new lesson					
B. Establishing a purpose for the lesson					
C. Presenting examples/ instances of the new lesson					
D. Discussing new concepts and practicing new skills #1					



Daily Lesson Log

IN A NUT SHELL ...

- Having a good understanding of the 10 Day Instructional sequence makes instructional planning easier.
- Instructional planning is a practice of an effective teacher because it provides teachers with an opportunity for reflection on what learners need to learn, how learners learn, and how best to facilitate the learning process.

Before you go...

- Ticket to Leave
- Return borrowed materials to Basa Staff
- Sign-out

Thank You! 😊

MULTIGRADE SUPPLEMENTARY OUTLINES



December 2016

Objectives

- Discuss the design of the Basa Pilipinas Multigrade Supplementary Outlines
- Explain how to use the Multigrade Outlines

Background: Multigrade

- Multigrade (MG) class is a combination of two or more grade levels handled by a single teacher in one classroom in one school year.
- It usually found in remote areas where population is small.
- Challenges: materials, classroom management

Reference: SEAMEO INNOTECH. (n.d.). *Profile of multigrade schools in the Philippines*. Philippines. Author.

Basa Multigrade Supplementary Outlines

- a set of instructional guide developed for the use of Grades 1&2 and Grades 2&3 Multigrade teachers
- based on Basa Pilipinas Teacher's Guides
- Differentiated instruction

Rationale

- The MG Supplementary Outlines were developed to help teachers better facilitate differentiated instruction, and effectively teach reading and writing in a multi-grouped/combination class.

Basa Pilipinas MG Framework

- The development of MG Supplementary Outlines is guided by the principle that in a multigrade classroom, pupils learn and work at different levels of competence.
- Found after the copyright page, before the MG Addendum
- Explains in detail the design of the Basa Multigrade Supplementary Outlines

Using the Basa MG Outlines

- The ODD and EVEN Cycle

ODD CYCLE	EVEN CYCLE
SY 2017-2018	SY 2016-2017
SY 2019-2020	SY 2018-2019
SY 2021-2022	SY 2020-2021
<i>So forth...</i>	<i>So forth...</i>

Sample MG Addendum

OUTLINES FOR SINUGBUANONG BINISAYA MULTIGRADE CLASSES (GRADES 1 & 2) QUARTER I

School years beginning on even years (2016, 2018, 2020...)

Week	Teacher's Guide Grade Level and Read Aloud	Theme	Leveled Reader	Multigrade Notes
1	<ul style="list-style-type: none"> Teacher's Guide, Grade 1 Ang Adlaw ni Bong 	Opening Week and Routines	Grade 1: Grade 2: Guided Reading Story "Si Tarsier Gustong Matagbilaw"	<ul style="list-style-type: none"> Every week, Grades 1 and 2 pupils will listen to the same Read Aloud story. While some activities, such as Unlocking of Vocabulary and Comprehension Check may be the same for Grades 1 and 2, differentiated activities that are aligned to the respective objectives per grade level are given to the pupils. For the weeks when Leveled Readers are used, Grades 1 and 2 pupils will read different texts and accomplish tasks targeting the expected reading competencies.
2	<ul style="list-style-type: none"> Teacher's Guide, Grade 2 	My Birthday and My Friends	Grade 1: "Nag-eskuyla na Ko!"	
3	<ul style="list-style-type: none"> Adlaw Nga Natawhan 		Grade 2: "Pito na Ko Ka Tuig"	
4	<ul style="list-style-type: none"> Teacher's Guide, Grade 1 	My Bigger Family/ Extended Family	Grade 1: "Lami nga mga Prutas"	
5	<ul style="list-style-type: none"> Payag nga Nipa 		Grade 2: "Si Lola Minda"	
6	<ul style="list-style-type: none"> Teacher's Guide, Grade 2 	Fun Things I do with My Family	Grade 1: "Sa Bukid"	
7	<ul style="list-style-type: none"> Ang Maanindot nga Panimalay 		Grade 2: "Biko"	
8	<ul style="list-style-type: none"> Teacher's Guide, Grade 1 	Family Traditions, Family Roles	Grade 1: "Ang Akong Pamilya"	
9	<ul style="list-style-type: none"> Usa, Duha, Tulo... Aduna Kay Regalo 		Grade 2: "Paliya"	

The Weekly Outline

The outlines are tables composed of columns that contain the following:

- Day/Araw
- Domain
- Objectives/Layunin
- Subject/Paksa
- Teacher-Learner Activities/Mga Gawain ng Guro at Mag-aaral

Sample Weekly Outline

**OUTLINES FOR MULTIGRADE SINUGBUANONG BINISAYA (GRADES 1 & 2)
QUARTER 1, WEEK 1 (50 MINUTES PER DAY)**

Theme: Opening Week and Routines

Read Aloud Story: *Ang Adlaw ni Bong* (Author: Rene O. Villanueva; Illustrator: Nemcy C. Cruz)

Guided Reading Text: *“Si Tarsier Gustong Motagpilaw”*

DOMAINS: OL – Oral Language PA – Phonological Awareness BPK – Book and Print Knowledge (Orientation) AK – Alphabet Knowledge
 PWR – Phonics and Word Recognition F – Fluency S – Spelling WC – Writing and Composition G – Grammar Awareness
 V – Vocabulary Development RC – Reading Comprehension LC – Listening Comprehension
 ATR – Attitude Towards Language (Reading), Literature, and Literacy SS – Study Strategies

Note to the Teacher: (1) Use *Grades 1 and 2 Mother Tongue Teacher’s Guides* distributed by Basa Pilipinas as references. Objectives for both grades are found under the third column. Notice that Grade 2 objectives are in **bold italics**. Furthermore, Grades 1-2 activities are found under Teacher-Learner Activities. (2) On-going assessment is done for Grade 2 pupils. To know how it is done, see *Grade 2 Mother Tongue Teacher’s Guide*.

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 1	Grade 2
1	PWR	<ul style="list-style-type: none"> Recite and sing in groups familiar rhymes and songs 	<ul style="list-style-type: none"> Morning Sign in: “Look for Your Name” 	I. Routine a. Morning Sign-In	
	OL	<ul style="list-style-type: none"> Understand and perform classroom routines 	<ul style="list-style-type: none"> Classroom Rules and Routines 	<ul style="list-style-type: none"> Teacher prepares name cards with pupils’ names and as they enter, each pupil looks for his or her name and wears it or keeps it in their desks. b. Classroom Rules and Routines Teacher introduces classroom rules and routines. For the next days, he or she will reiterate these rules. c. Greetings with a Song Teacher introduces a song and asks pupils to sing. <p>Note to the Teacher: See the <i>Grade 1 Teacher’s Guide</i> for the song. You may also introduce another song for this activity. However, make sure that it is related to the weekly theme.</p>	

Sample Weekly Outline

Day	Domain	Objectives	Subject Matter	Teacher and Learner Activities	
				Grade 1	Grade 2
2	C	<ul style="list-style-type: none"> Express ideas through a variety of symbols (e.g. drawing, invented spelling) 		4. After Reading Activities (Group Work) <ul style="list-style-type: none"> Teacher divides the class into groups and gives them instructions on the tasks. 	4. After Reading Activities: Guided Practice (With the Teacher) <ul style="list-style-type: none"> Teacher facilitates the discussion on the Read Aloud story. <p><i>Note to the Teacher: Discussion should be based on the Read Aloud "Adlaw ni Bong."</i></p>
	LC	<ul style="list-style-type: none"> Listen to re-reading of Read Aloud 			
	LC	<ul style="list-style-type: none"> Answer comprehension questions Discuss story with teacher and peers 			
	OL	<ul style="list-style-type: none"> Sharing reactions to the story 			
	SS	<ul style="list-style-type: none"> Follow instructions given by teacher in groups 		5. Group Presentation (With the Teacher) <ul style="list-style-type: none"> Teacher asks pupils to post their work on the board and encourages each group to look at each other's outputs. 	5. Group Activity <ul style="list-style-type: none"> Teacher divides the class into groups and asks pupils to make a story map. <p><i>Note to the Teacher: Show a sample story map and explain how it is done before asking pupils to make their own.</i></p>
				6. Concluding the Session <ul style="list-style-type: none"> Teacher gives homework. Homework: Retell the Read Aloud story to your family. 	<ul style="list-style-type: none"> Homework: Review the words that were unlocked in the story. Write sentences using those words. Ask help from your parents or brothers/sisters.



Basa Pilipinas



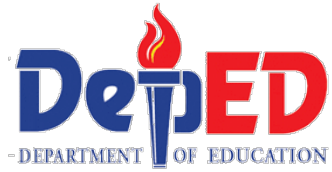
GRADE 2 TRAINING DAY 2



December 2016

RECAPITULATION





Basa Pilipinas

THE DAILY LESSON LOG (Part 2)

The Daily Lesson Log (DLL)

Process Questions

1. How did you find the exercise on filling up the DLL?
 - a) Did you find it easy to locate the items in the RTG to fill in your DLL?
 - b) Are there fields in the DLL that you found difficult to accomplish?

2. What strategies did you do to make the DLL preparation easier and more efficient?

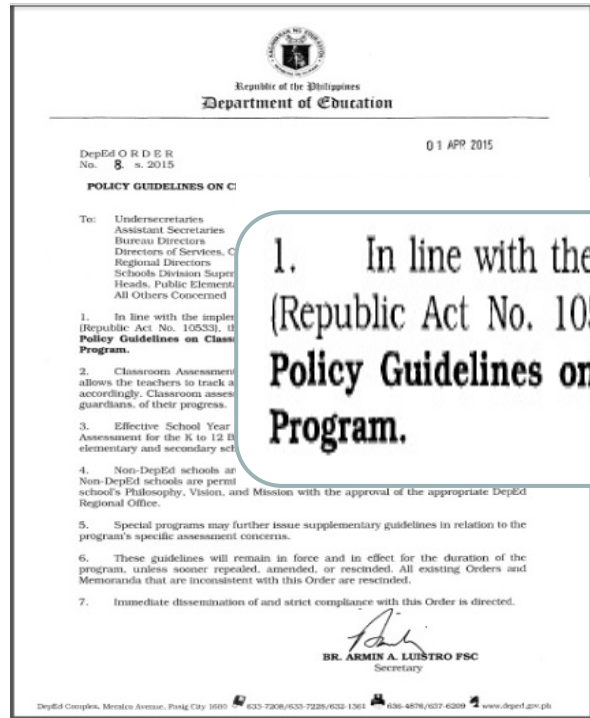
CLASSROOM ASSESSMENT



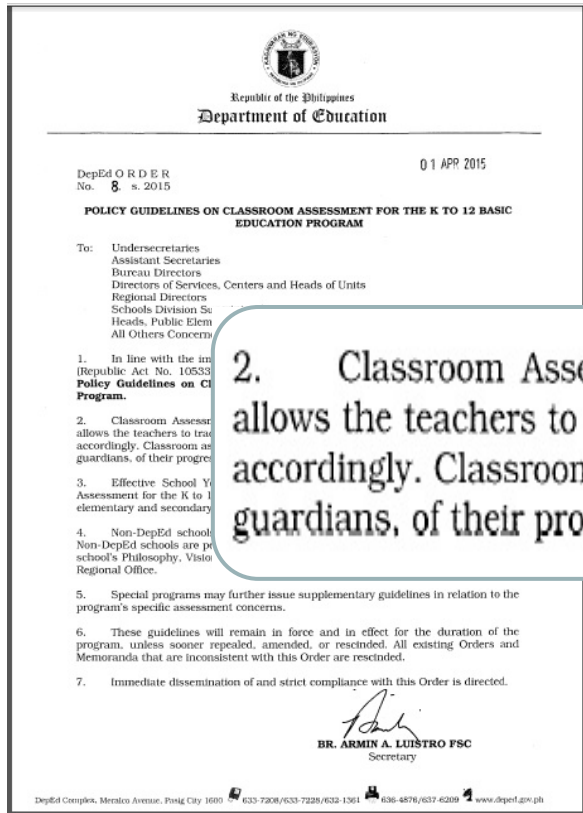
Objectives

- To gain a better understanding of the classroom assessments in the Revised Teacher's Guides
- To plan a classroom-based assessment based on the Revised Teacher's Guides

DepEd Order No. 8, s2015



What is Classroom Assessment?



Republic of the Philippines
Department of Education

DepEd O R D E R
No. **8** s. 2015

01 APR 2015

POLICY GUIDELINES ON CLASSROOM ASSESSMENT FOR THE K TO 12 BASIC EDUCATION PROGRAM

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public Elementary Schools
All Others Concerned

1. In line with the implementation of Republic Act No. 10533, the Department of Education hereby issues the **Policy Guidelines on Classroom Assessment**.

2. Classroom Assessment allows the teachers to track accordingly. Classroom assessment acts as guardians of their progress.


3. Effective School Year 2015-2016, Classroom Assessment for the K to 12 elementary and secondary schools shall be implemented.

4. Non-DepEd school heads shall ensure that Non-DepEd schools are pre-aligned with the school's Philosophy, Vision, and Mission. Regional Office.

5. Special programs may further issue supplementary guidelines in relation to the program's specific assessment concerns.

6. These guidelines will remain in force and in effect for the duration of the program, unless sooner repealed, amended, or rescinded. All existing Orders and Memoranda that are inconsistent with this Order are rescinded.

7. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

DepEd Complex, Meralco Avenue, Pasig City 1600 | 635-7208/633-7228/632-1361 | 636-4878/637-6200 | www.deped.gov.ph

2. Classroom Assessment is an integral part of curriculum implementation. It allows the teachers to track and measure learners' progress and to adjust instruction accordingly. Classroom assessment informs the learners, as well as their parents and guardians, of their progress.

Formative and Summative Assessment

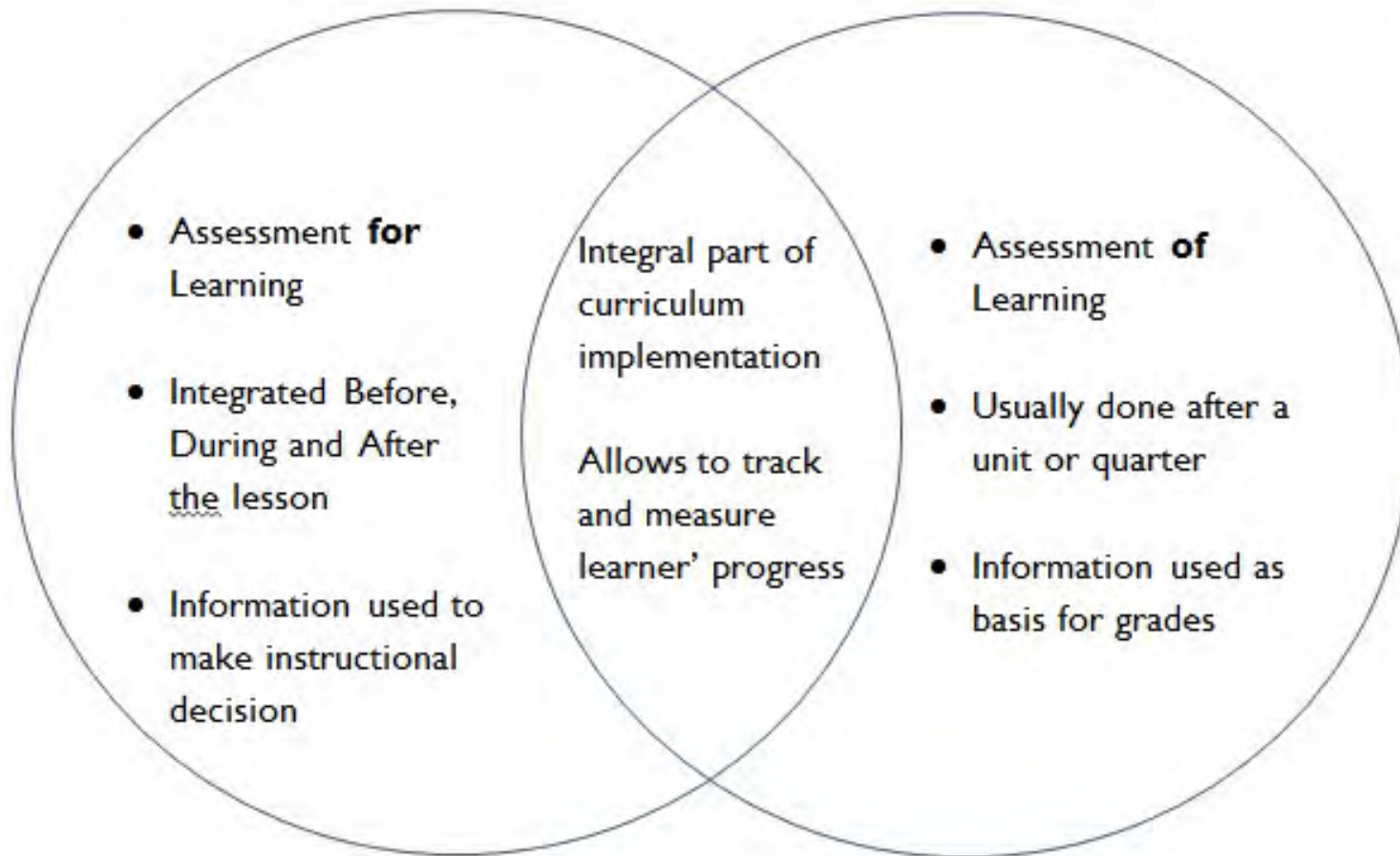
1. Compare and contrast Formative and Summative Assessments using Worksheet No. 2. You may write keywords/phrases in the diagram.
2. You have 1 minute to work on the task.
3. Be ready to share your work later.

Sharing of Responses

1. What is Formative Assessment?
2. What is Summative Assessment?
3. What are their differences and similarities?
4. How do we conduct these assessments in the classroom?

FORMATIVE

SUMMATIVE



Formative: *Assessment for Learning*

- Process of providing information to teachers that will inform instruction and improve student learning outcomes (Griffin, Cagasan, Care, Vista & Nava, 2016)
- Gathering and using evidence about what learners know and can do to **inform and improve teaching** (D.O. 8, s2015, DepEd)

Formative Assessment

Before the lesson

Information gathered is used as basis for instructional decision such as introducing new topic, or reviewing past lesson before moving on to the next one.

Examples: Using K-W-L Chart, Asking Questions, Facilitating simple games

Formative Assessment

During the lesson

Information gathered is used as basis on deciding whether to review, re-teach, remediate or move on to the next lesson.

*Examples: Thumbs down, Thumbs up; Using metacards;
Using colored cups*

Formative Assessment

After the lesson

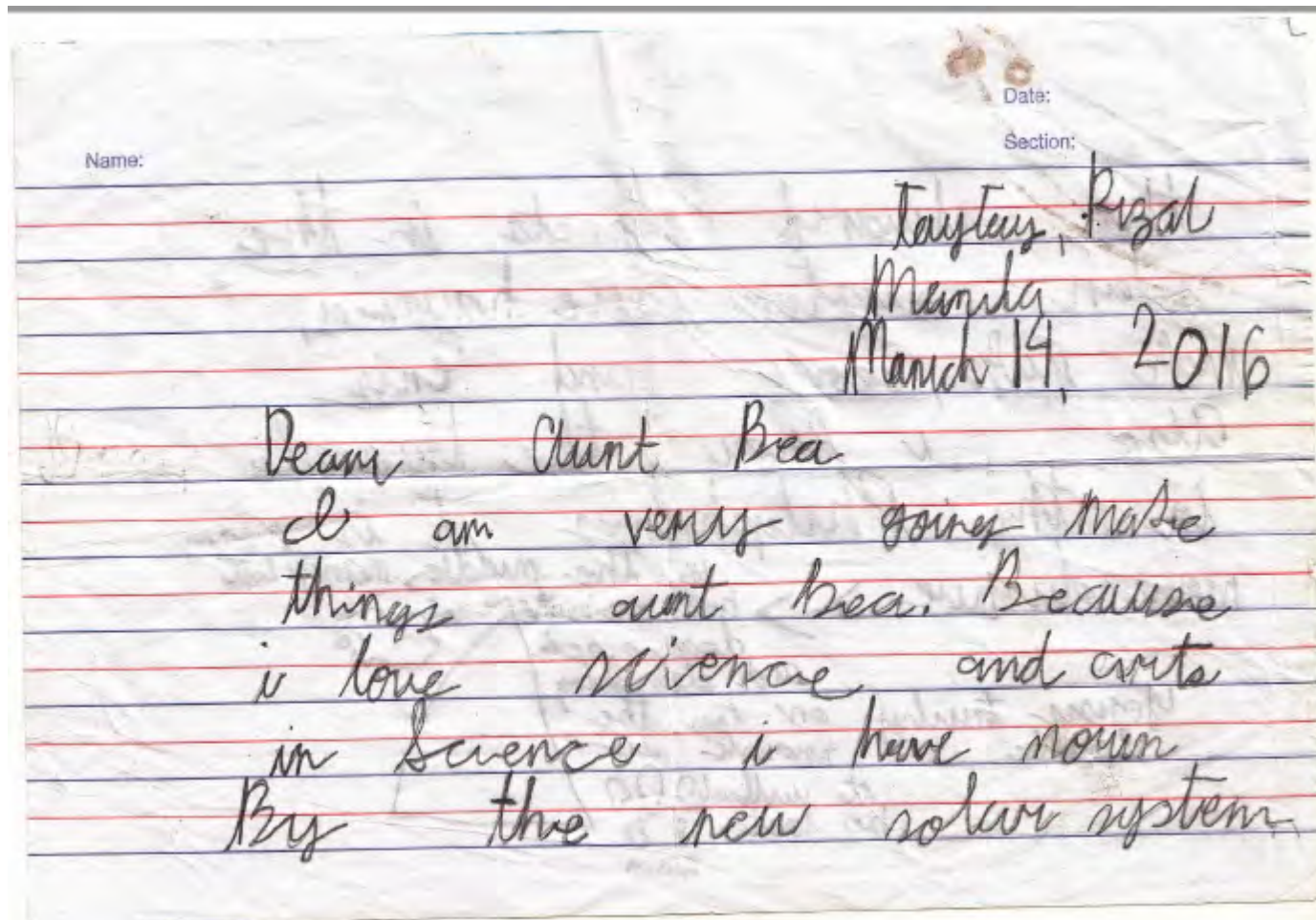
It allows teacher to evaluate effectiveness of instruction and informs teacher of pupils who require remediation.

Examples: Using K-W-L Chart, Using sentence prompt as guide when pupils summarize the lesson, Giving Seatwork and Homework

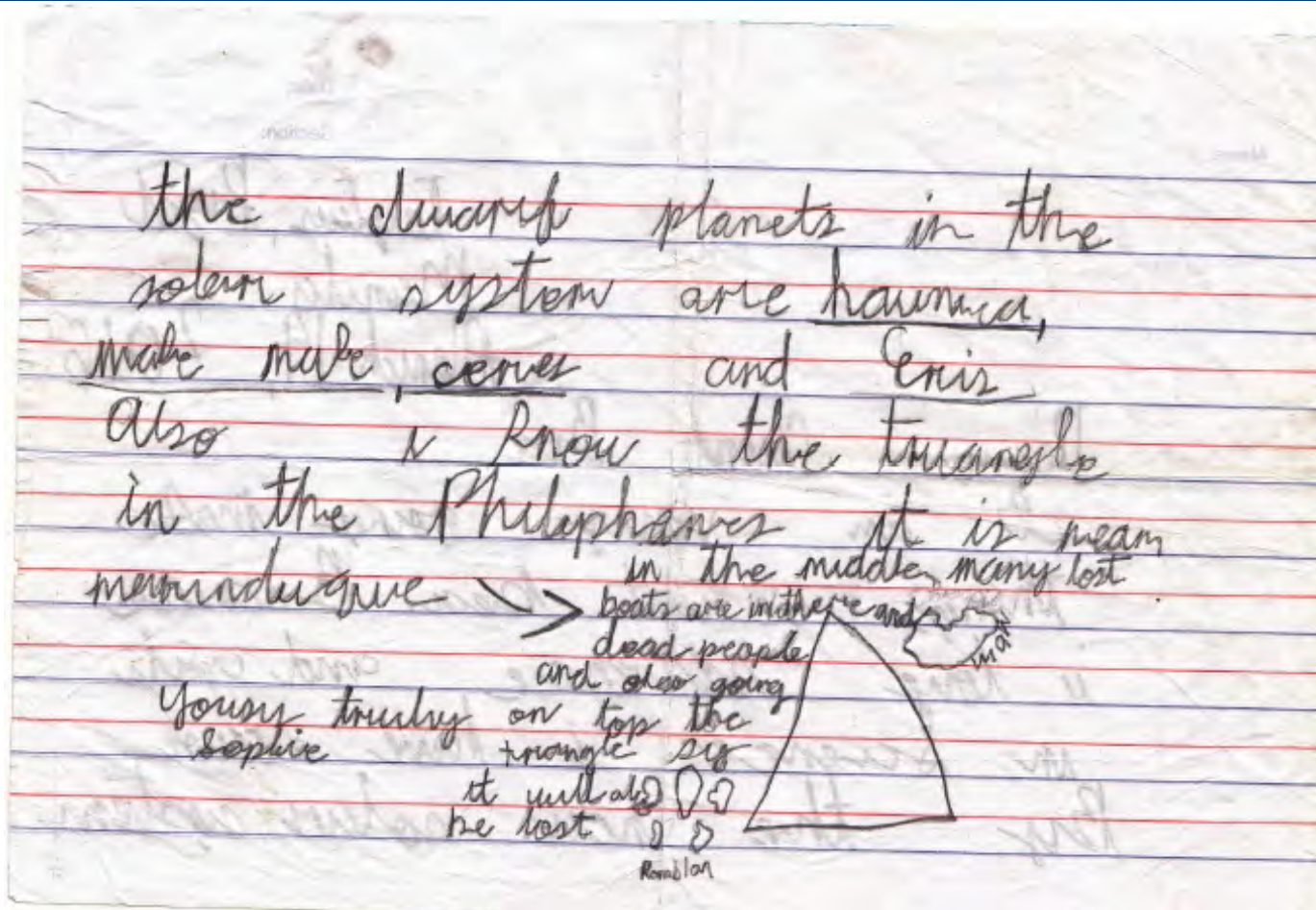
Sample Pupil Work

1. What do you notice about the format of the letter?
2. What do you notice about the parts of the letter?
3. What do you notice about the message of the letter?
4. Based on your observations, how will you describe the pupil's writing skill?
5. What do you think are the kind of support the pupil needs to improve her composing skills?

Sample Pupil Work



Sample Pupil Work



What kind of information can I get from this output?

1. Information we gathered from this sample written output are all **qualitative**.
2. We do Formative Assessment in the classroom to get information about what our pupils know and understand, and to find out the level of their ability.

Summative: *Assessment of Learning*

- measures the different ways learners use and apply relevant knowledge, understanding and skills
- usually conducted after a unit of work and/or at the end of an entire quarter

Components of Summative Assessment

1. Written Work (WW)
2. Performance Task (PT)
3. Quarterly Assessment (QA)

Sample Summative Assessment

I

The class is divided into small groups and given parts of a story to read. Pupils will have to present in a role play the events of the story assigned to their group.

The teacher will use a rubric to evaluate the performances.

F2TA-0a-j-I Nakasasagot ng tanong tungkol sa napakinggang kuwento

Nakababasa ng kuwento at nakasasagot ng mga tanong tungkol dito

F2PN-Iib-2 Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang teksto

Sample Summative Assessment

2

After all the presentations, teacher will distribute test papers with questions about the entire story. Pupils will have to choose the correct answers among the given choices.

F2TA-0a-j-1 Nakasasagot ng tanong tungkol sa napakinggang kuwento

Nakababasa ng kuwento at nakasasagot ng mga tanong tungkol dito

Sample Summative Assessment

3

Teacher asks pupils to complete the 2-3 sentences by filling in the blanks with the correct verb. Pupils write their answers in cursive form.

Nakagagamit ng angkop na pandiwa

F2PU-IIIa-3.1
Nakakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa

F2PT-IIa-j-1.6 Nakagagamit ng mga pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palantadaang kontekstuwal (context clues), katuturan o kahulugan ng salita

Classroom Assessments in the RTG

REINFORCING EFFECTIVE LITERACY INSTRUCTION IN GRADE 2 CLASSROOMS
DECEMBER 2016

Worksheet No. 3: Classroom Assessment in the Revised Teacher's Guide Subject: _____ Week/Days: _____

Directions: List down the assessments found in the Revised Teacher's Guides. Determine if the assessments are Formative or Summative.

DAY	ACTIVITY	DOMAINS	ASSESSMENT METHOD OR TEST TYPE	FORMATIVE	SUMMATIVE

Classroom Assessments in the RTG

Group Assignment

- Group 1 – Grade 2 English Teacher’s Guide, Week 31
- Group 2 – Grade 2 English Teacher’s Guide, Week 32
- Group 3 – Grade 2 English Teacher’s Guide, Week 33
- Group 4 – Grade 2 English Teacher’s Guide, Week 34
- Group 5 – Grade 2 Filipino Teacher’s Guide, Week 31
- Group 6 – Grade 2 Filipino Teacher’s Guide, Week 32

Sharing of Output

Assessment in the RTG

In a Nut Shell

- 1. Classroom assessment is an integral part of curriculum implementation.**
- 2. Assessments in the Revised Teacher's Guides are formative.**

THE READ ALOUDS AND THE LEVELED READERS



Objective

- To revisit the Read Aloud and Leveled Readers and gain a better understanding of how they are used

Comprehensive Reading Program

Read Aloud: Pupils listen as the teacher read aloud a story

Shared Reading: Teacher and pupils read together

Guided Reading: Pupils read text appropriate to their level and teacher steps in when needed

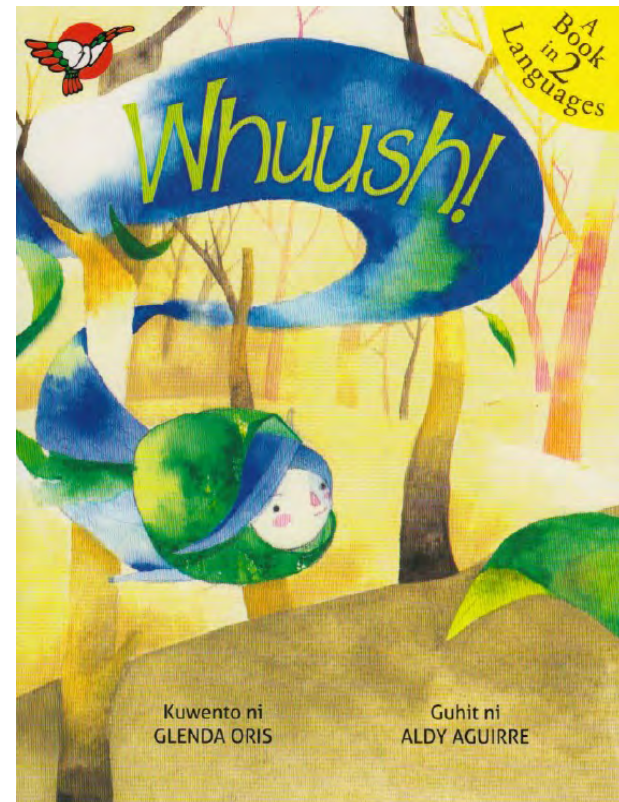
Independent Reading: Pupils read their chosen text individually or in pairs



Gradual Release of
Responsibility

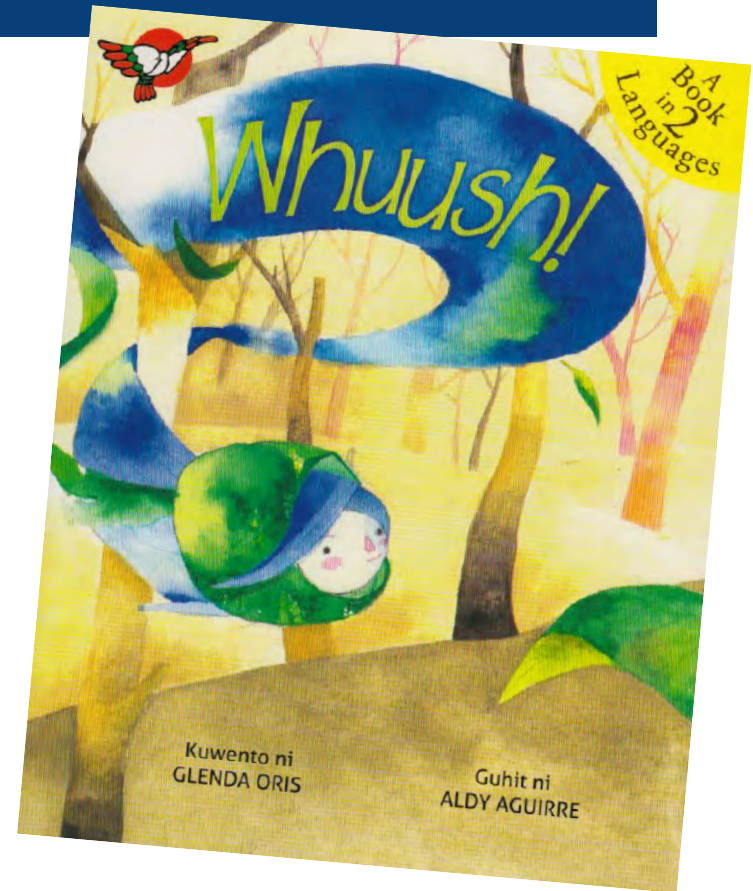
The Read Alouds

- Planned oral readings
- Promote specific literacy domains and competencies included in the DepEd K-12 Integrated Language Arts curriculum



The Read Alouds

In 2014, Basa Pilipinas solicited storybook titles from **eight children's books publishers** in the country that meet the read-aloud guidelines and themes for early grades students.



Criteria in Selecting RAs

1. Alignment with the Department of Education's curriculum competencies and standards
2. Formed part of the existing approved story book titles of the Department of Education

Criteria in Selecting RAs

3. Technical considerations were also taken into account such as language complexity, text structure, content, language and literary features and vocabulary
4. Appropriateness in the cultural context and target grade level

Quarter 4 Read Alouds

WEEK	ENGLISH	FILIPINO
31-32	The Black Kitten	Bru-Ha-Ha-Ha-Ha-Ha Bru-Hi-Hi-Hi-Hi
33-34	Pipit and the Kamagong Tree	Munting Patak-ulan
35-36	Whush!	Papel de Liha
37-38	Fruits	Ang Batang Kumain ng mga Tala (The Boy who ate Stars)
39	Message in the Sand	May Alaga Akong Butanding

Instructional Process

I. Pre-Reading Activities/Paghahanda sa Pagbasa ng Kuwento

English	Filipino
Activating Prior Knowledge	Paghawan ng Balakid
Unlocking of Difficulties	Pagganyak
Making Predictions	Pangganyak na Tanong

Instructional Process

2. During Reading Activities/Pagbasa ng Guro sa Kuwento
3. After Reading Activities/Pagtalakay sa Kuwento

**Pre-Reading: *Bru-Ha-Ha-Ha-Ha-Ha Bru-
Hi-Hi-Hi-Hi***

**During Reading: *Bru-Ha-Ha-Ha-Ha-Ha*
*Bru-Hi-Hi-Hi-Hi***

**After Reading: *Bru-Ha-Ha-Ha-Ha-Ha*
*Bru-Hi-Hi-Hi-Hi***

Practice Reading of the Read Aloud

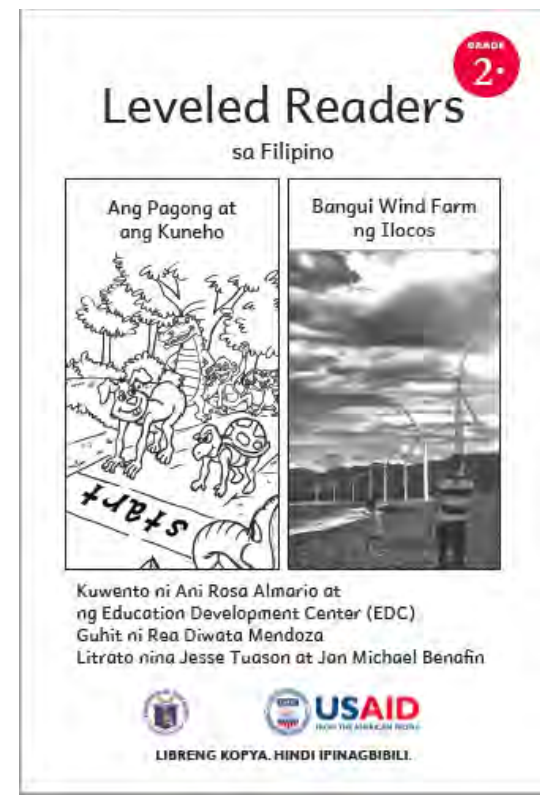
1. Practice reading your chosen Read Aloud to your partners. You may choose between “The Black Kitten” and “Bru-Ha-Ha-Ha-Ha-Ha Bru-Hi-Hi-Hi-Hi.”
2. You have 15-20 minutes to practice with your partners.

Sharing

- Before this activity, how do you usually read the Read Aloud to your pupils?
- What were your thoughts while you practiced reading the Read Aloud?
- After this activity, do you feel more confident in using the Read Aloud in class? Why or why not?

Leveled Readers

- Build vocabulary;
- Develop decoding strategies and word recognition skills;
- Develop reading comprehension skills;
- Learn the structure of narrative text;
- Develop fluency skills;
- And foster love for reading

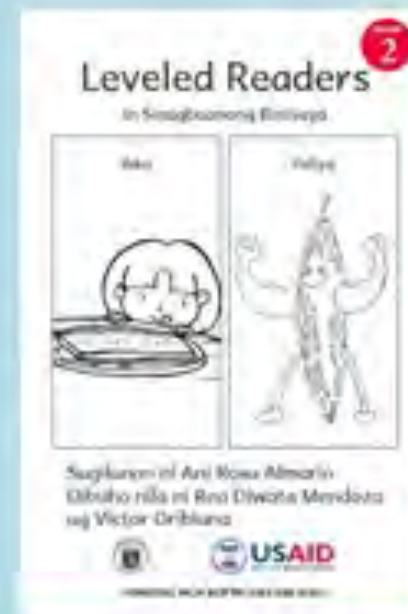


LEVELED READERS

Grade 1



Grade 2



Quarter 4 Leveled Readers



Week	English	Filipino
32	Do Your Chores	Ang Pagong at ang Kuneho
34	Making a Fire	Bangui Wind Farm ng Ilocos
36	The End of the World	Isang Kakaibang Araw
38	Animals Here, Animals There	Alamin ang mga Anyong-Tubig sa Pilipinas!

Grade 2 Levelled Readers


GRADE 2

Levelled Readers

sa Filipino

<p>Ang Pagong at ang Kuneho</p> 	<p>Bangui Wind Farm ng Ilocos</p> 
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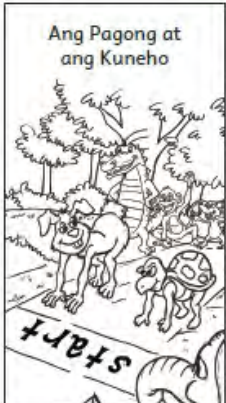

Kuwento ni Ani Rosa Almario at ng Education Development Center (EDC)
Guhit ni Rea Diwata Mendoza
Litrato nina Jesse Tuason at Jan Michael Benafin


LIBRENG KOPYA. HINDI IPINAGBIBILI.


GRADE 2

Levelled Readers

sa Filipino

<p>Ang Pagong at ang Kuneho</p> 	<p>Bangui Wind Farm ng Ilocos</p> 
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LIBRENG KOPYA. HINDI IPINAGBIBILI.

Text difficulty determines the success of reading instruction

- The right book in the hands of the right reader
- Reading instruction seeks to stretch a student's reading ability.



Guided Reading

- is a method of reading instruction where teachers meet with a smaller group of pupils who are reading at a similar level. Pupils have the opportunity to read the text on their own, with guidance from the teacher. It is the teacher's role to interact with pupils while they are reading and help them solve reading problems they are having.

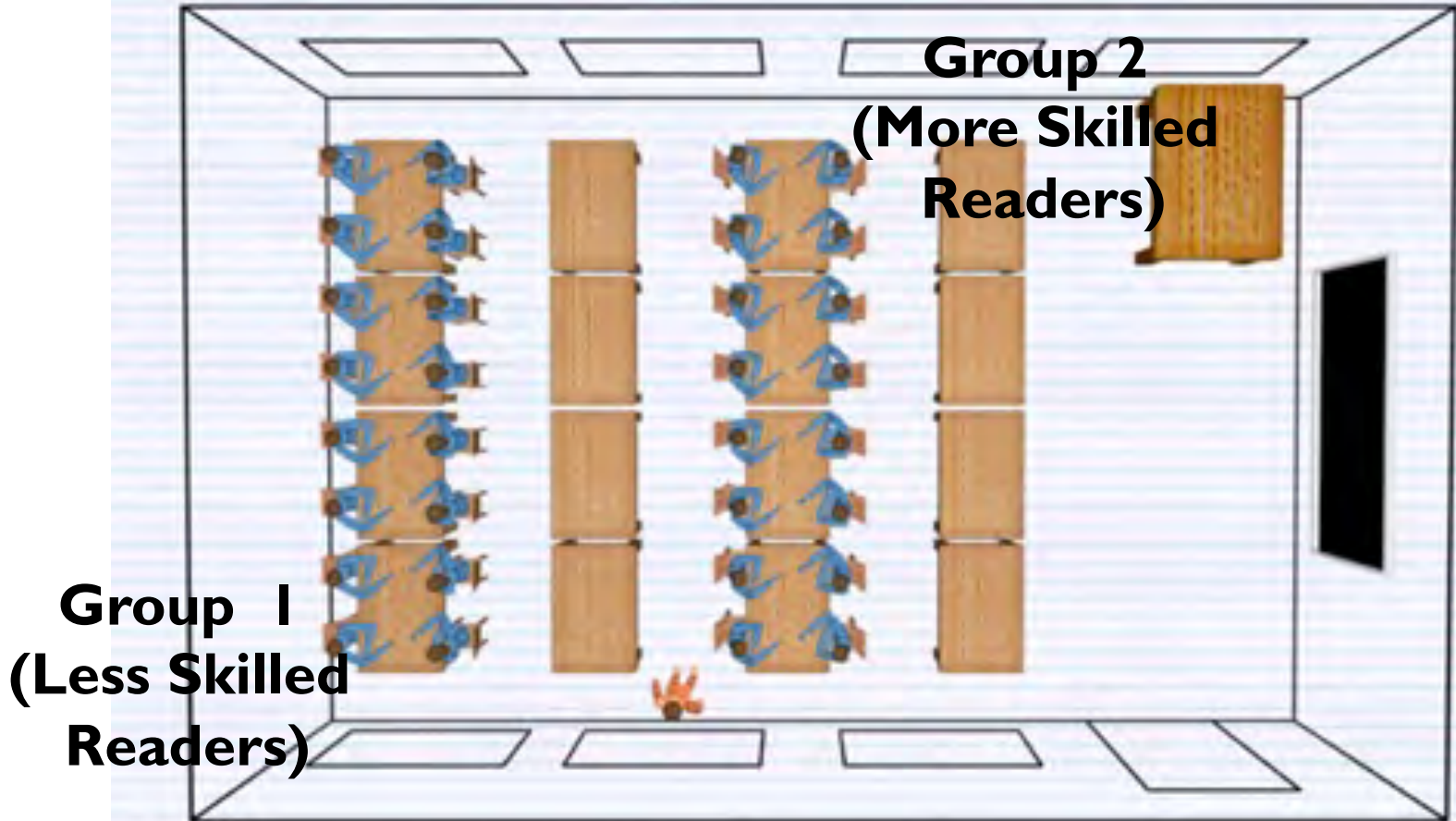
Oral Reading Checklist

CRITERIA	OBSERVED	NOT OBSERVED
<p>Reads with accuracy <i>(Makes no or only few substitutions, omissions, or insertions)</i></p>		
<p>Tries to self-correct if word doesn't make sense or sound right <i>Note: If pupil didn't make an error, check Observed.</i></p>		
<p>Pays attention to punctuation at the end of a sentence</p>		
<p>Reads smoothly without frequent pauses</p>		
<p>Reads with expression</p>		

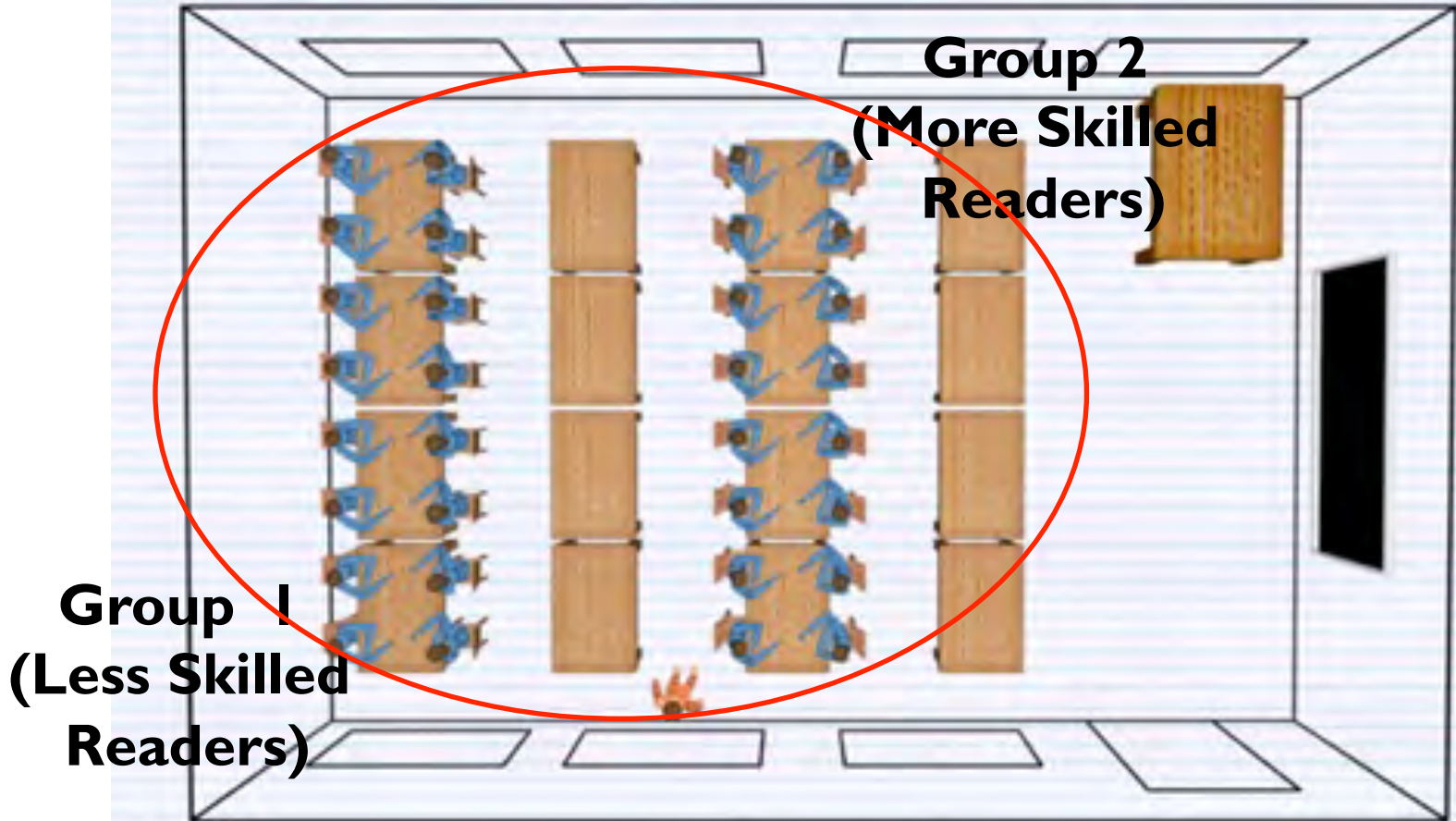
Determining Pupils' Level

1. Listen to an audio recording of a pupil reading a short passage. Determine the level of the child using the Oral Reading Checklist.
2. Discuss the result of your assessment with a partner. You have 5 minutes to decide which Leveled Reader the child will read. Write the type of Leveled Reader for the child on a metacard.
3. When given the signal, raise your metacards, and get ready to be called to explain your why your pair gave that Leveled Reader to the child.

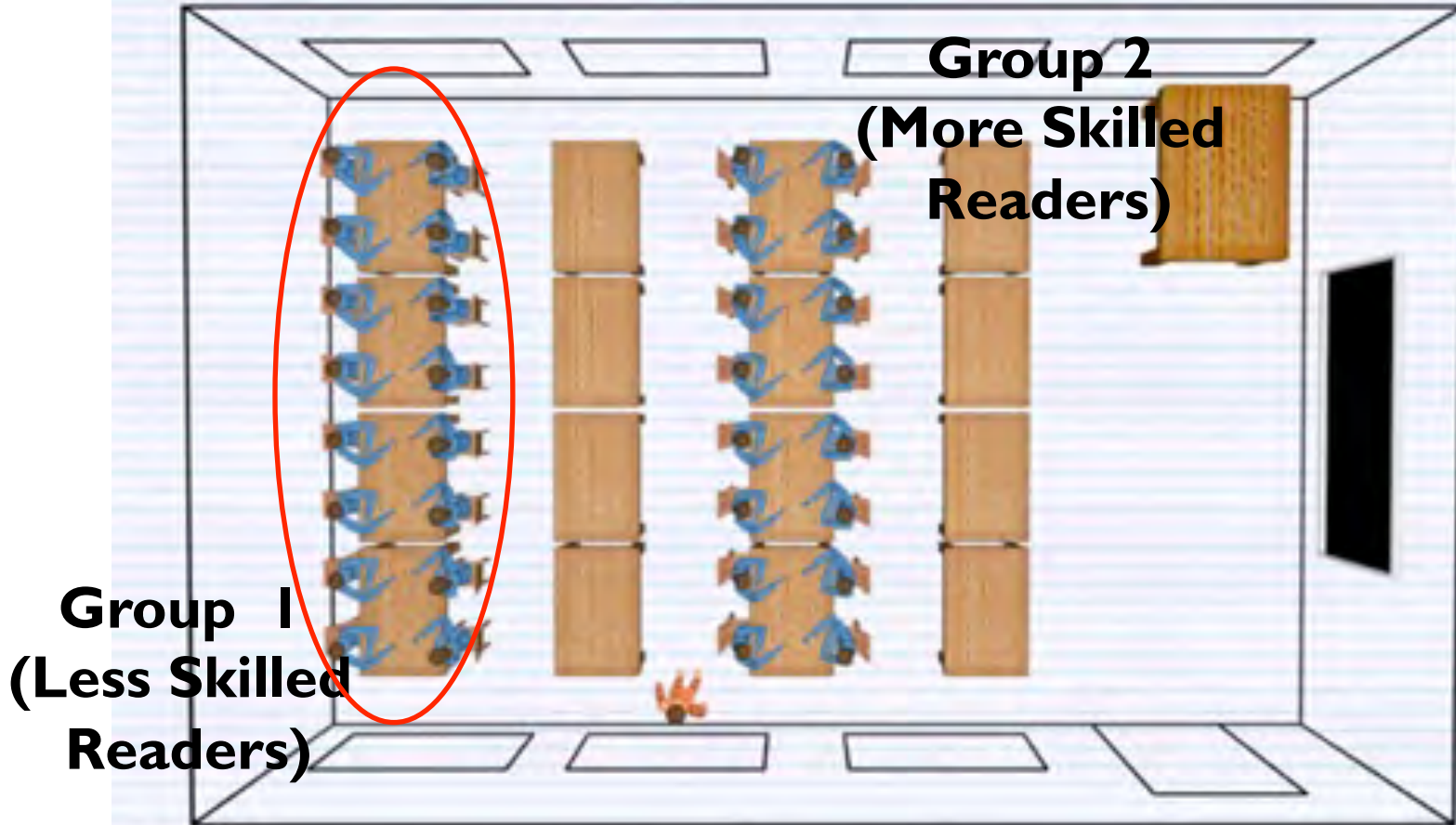
Grouping and Guided Reading



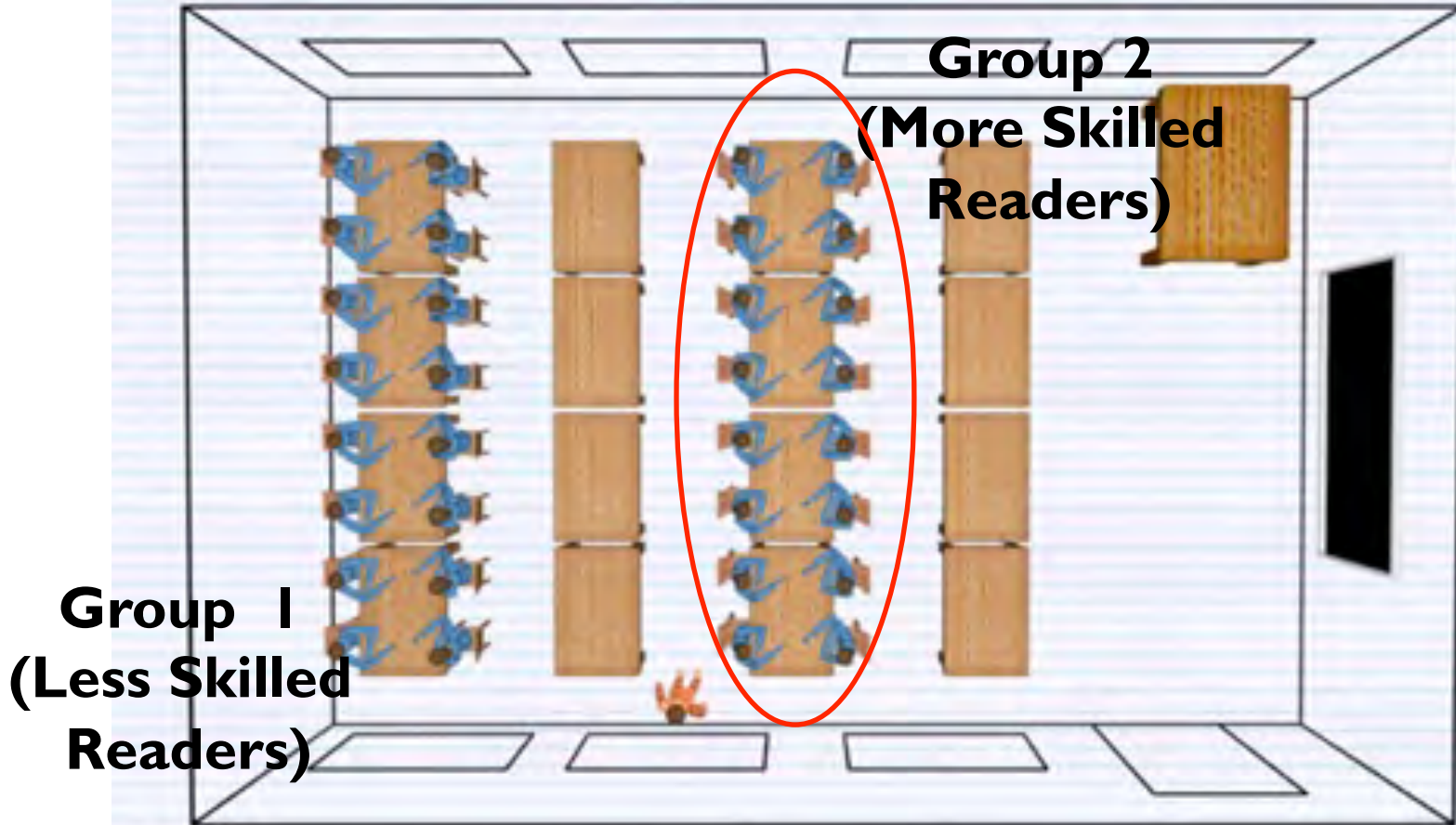
Pre-Reading



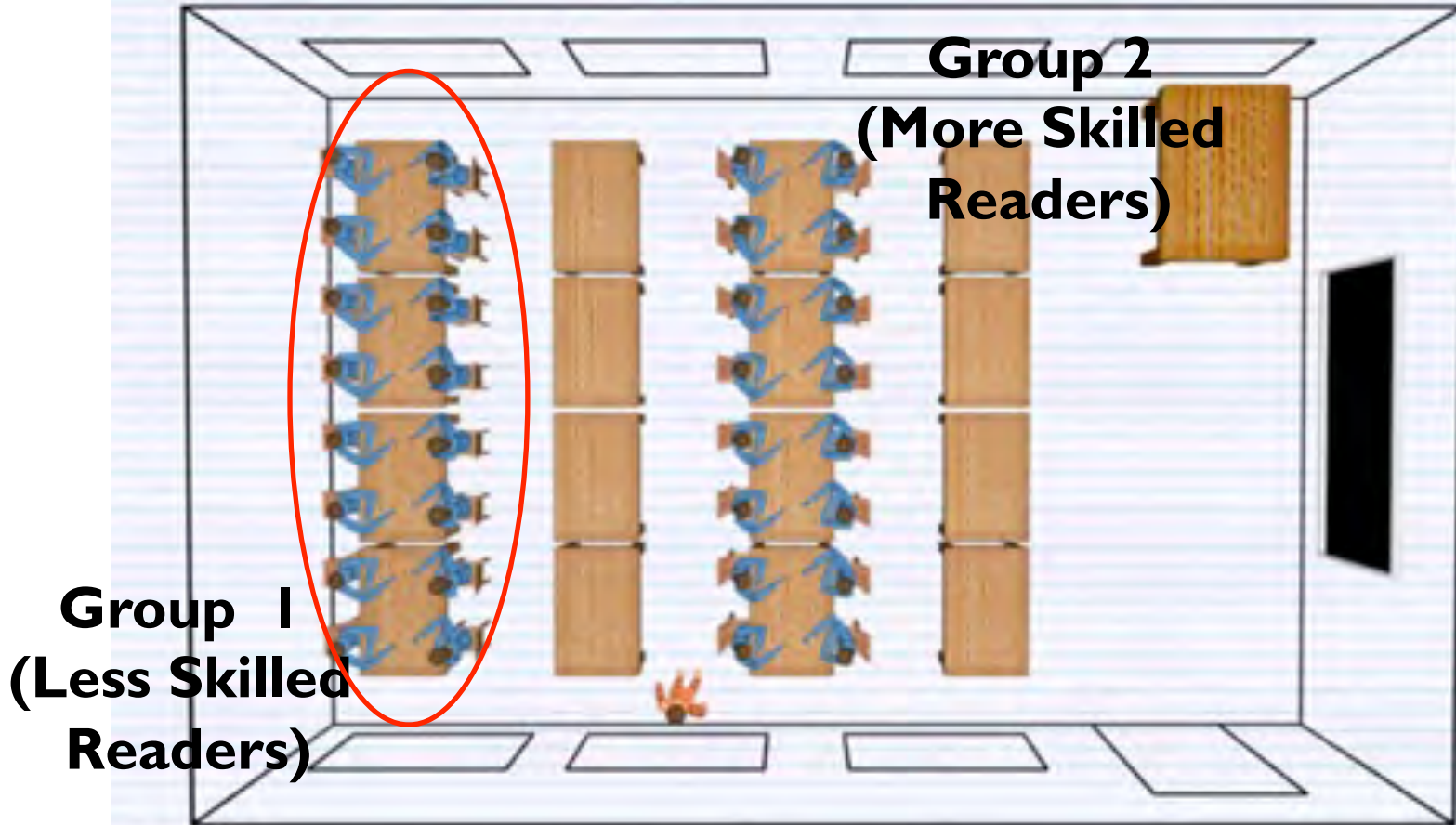
During Reading



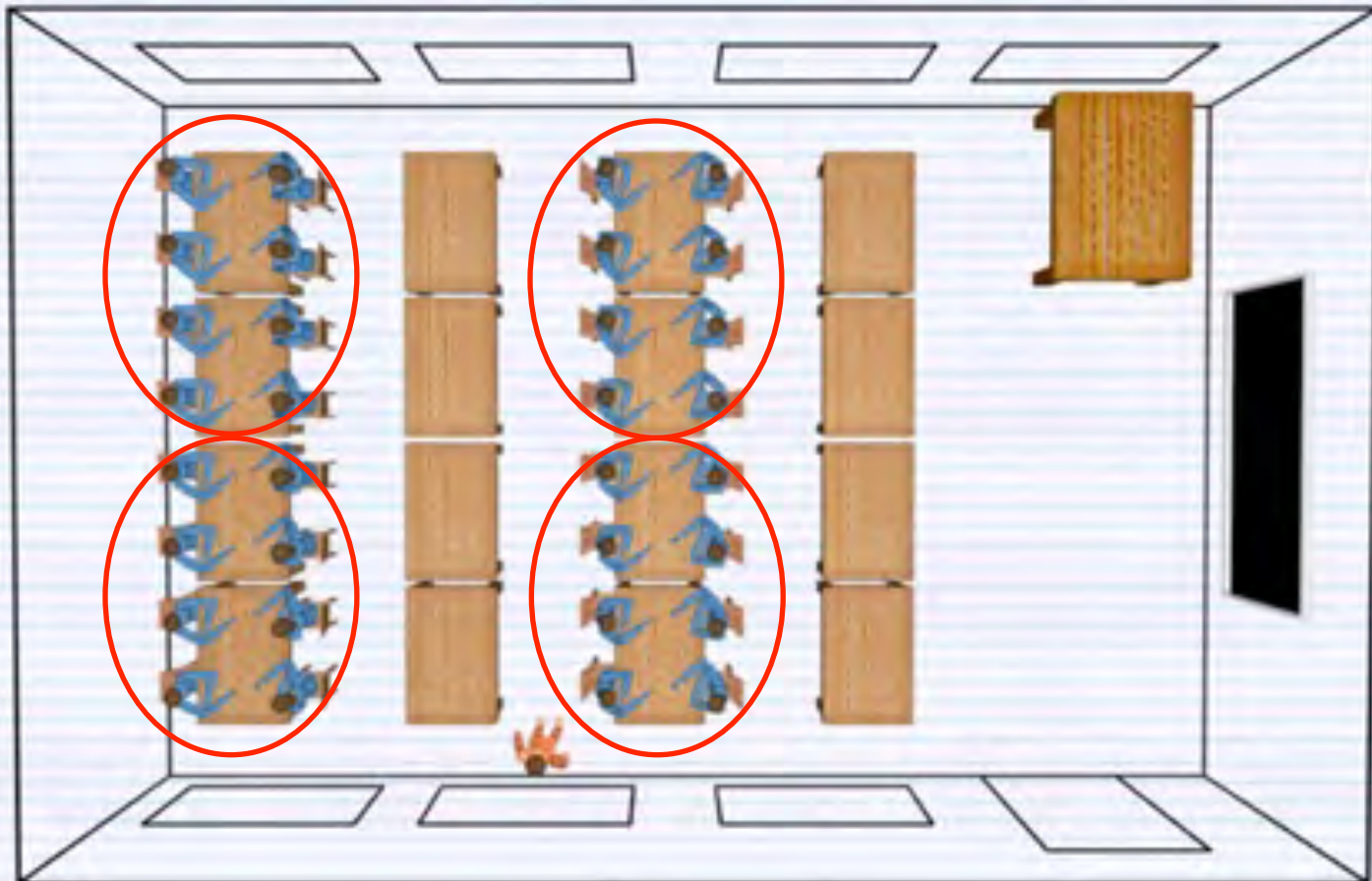
During Reading



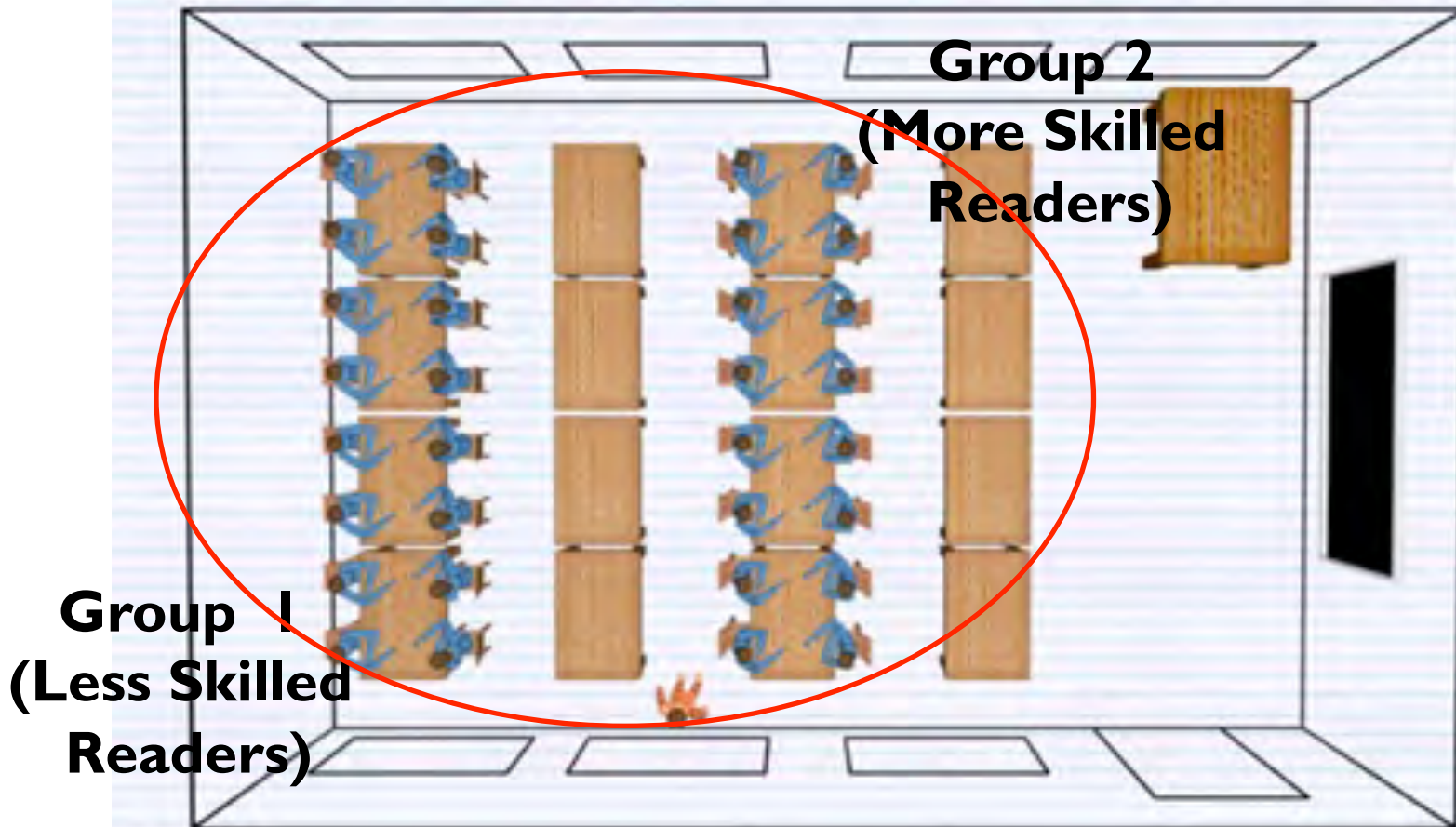
During Reading



Groupings in the English RTG



After Reading



In a Nutshell

- Read Aloud books are carefully selected and locally published storybooks which, together with the Revised Teacher's Guides and Leveled Readers, are used to improve the reading-writing instruction in early grade classrooms.
- Text difficulty is a major factor that determines the success of reading instruction. Hence, it is important to “put the right book in the hands of the right reader.”
- Grouping learners according to their reading ability is good instructional practice.

Role Play Exercise

Before you go...

- Ticket to Leave
- Return borrowed materials to Basa Staff
- Sign-out

Thank You! 😊

GRADE 2 TRAINING

DAY 3



December 2016

RECAPITULATION



CLASSROOM MANAGEMENT



Objectives

1. To gain a better understanding of our learners and their behavior; and
2. To share best practices to effective classroom management

Role Play Activity

During the presentation, complete Worksheet 5 by listing down the following:

- a. Pupils' behavior
- b. Teacher's reaction to the behavior

Role Play Activity

After the Presentation

- a. Why do you think the pupils behaved that way in each situation?
- b. Why do you think the teachers reacted the way they did in each situation?
- c. Were the teacher's responses to the situations effective in addressing the problem?

Reflection

1. Write two things that you expect from your Grade 2 pupils?
2. Raise your metacard when given the signal. Look around you and see if others wrote the same expectations as you.
3. Be ready to talk about your answer to the group.

Characteristics of School Age Children

Physical

- Enthusiastic about games
- Enjoy games that allow for comparison of skills
- Enjoy games that allow for self-improvement

What You Can Do:

Action songs and energizers, Show and Tell,
Role play, Rhymes and Chants

Characteristics of School Age Children

Social-Emotional

- Like to take on responsibility
- Need to belong to a group
- Need help accepting peers who are different

What You Can Do:

Assign tasking to pupils (“Little Teacher”), allowing them to work in pairs/small groups

Characteristics of School Age Children

Cognitive

- Like to talk, use language to express feelings/tell stories
- Enjoy problem-solving games
- Becoming more self-directed in activities
- Better able to understand and appreciate differences of opinion

What You Can Do:

- Sharing activities, asking pupils opinion or idea

Reading Problems that are Physiological in Nature

- Learner has poor eyesight, and cannot see the word/text clearly.
- Learner has poor hearing, and cannot hear the teacher's story clearly.
- Learner is not feeling well (i.e. has a fever), tired, or hungry.

Reading Problems that are Psychosocial in Nature

- Learner is very tense and nervous that he is unable to concentrate in the lesson.
- Learner meets difficulty in a reading activity; he gives up trying.
- Learner seeks attention from his/her parents so he pretends not to know how to read.
- Learner feels pressured at home to do well
- Learner daydreams most of the time.

Reading Problems that are Cognitive in Nature

- Brain Damage/Injury/Defect
 - Cerebral Palsy
- Dyslexia
- Cerebral Dominance (left, right, cross-dominance, lack of dominance)
- Learning Styles

Reading Problems that are Environmental in Nature

- Limited space and quantity of tables/chairs in the classroom
- Poor lighting and ventilation
- Limited books and reference materials
- Class size
- Location of the school – noise

Reasonable Expectations

- **Clear** – Everyone knows the rules.
- **Fair** – Rules are developmentally-appropriate and applies to all.
- **Consistent** – Rules are implemented from the time they were set until the end of the school year.

DepEd Child Protection Policy

- Issued on May 4, 2012
- Respect for children
- Use of Positive and Non-Violent Discipline for Children



11) Permanent confiscation of personal property of pupils, students or learners, except when such pieces of property pose a danger to the child or to others; and

12) Other analog:

P. *Positive and Non-Violent Discipline of Children* – is a way of thinking and a holistic, constructive and pro-active approach to teaching that helps children develop appropriate thinking and behavior in the short and long-term and fosters self-discipline. It is based on the fundamental principle that children are full human beings with basic human rights. Positive discipline begins with setting the long-term goals or impacts that teachers want to have on their students’ adult lives, and using everyday situations and challenges as opportunities to teach life-long skills and values to students.

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II. DUTIES AND RESPONSIBILITIES

Section 4. Central Office

The DepEd Central Office has the following responsibilities:

A. Develop a policy and guidelines on violence prevention programs for children and research-based best practices for teachers, which are intended to promote new techniques, methodologies and research related to teaching, classroom management, child development, positive and non-violent discipline;

B. Conduct a nationwide information dissemination and campaign on violence prevention programs for children and research-based best practices for teachers, which are intended to promote new techniques, methodologies and research related to teaching, classroom management, child development, positive and non-violent discipline;

C. Devise programs, campaigns and activities through the Offices of the Undersecretary for Programs and Projects and Regional Operations, to raise consciousness, mobilize and educate the students, parents, teachers, community, local government units and other stakeholders in addressing child abuse, exploitation, violence, discrimination and bullying; and

Duties and Responsibility of Pupils/Learners

- Comply with the school's regulations as long as they are in harmony of their best interest
- Conduct themselves in accordance with their level of development, maturity and demonstrated capabilities, with a proper regard for the rights and welfare of other persons
- Respect another person's rights regardless of opinion, status, gender, ethnicity, religion, as well as everyone's moral and physical integrity; and
- Observe the Code of Conduct for pupils, students, and learners.

What I could have done...

1. Think of 1-2 strategies that you can do to address the issues in the Role Play Activity.
2. Write your strategies in the fourth column of Worksheet 6.
3. You have **10 minutes** to work on the task.
4. Be ready to share your strategies with your groupmates.

Group Sharing

1. Discuss strategies with your groupmates. List down strategies that are not in your worksheet.
2. As a group, choose and decide on two strategies that address the pupils' behavior in the situations presented in the Role Play.
3. Write the strategies on a Manila paper. Then, post your output on the designated area.

Group Presentation

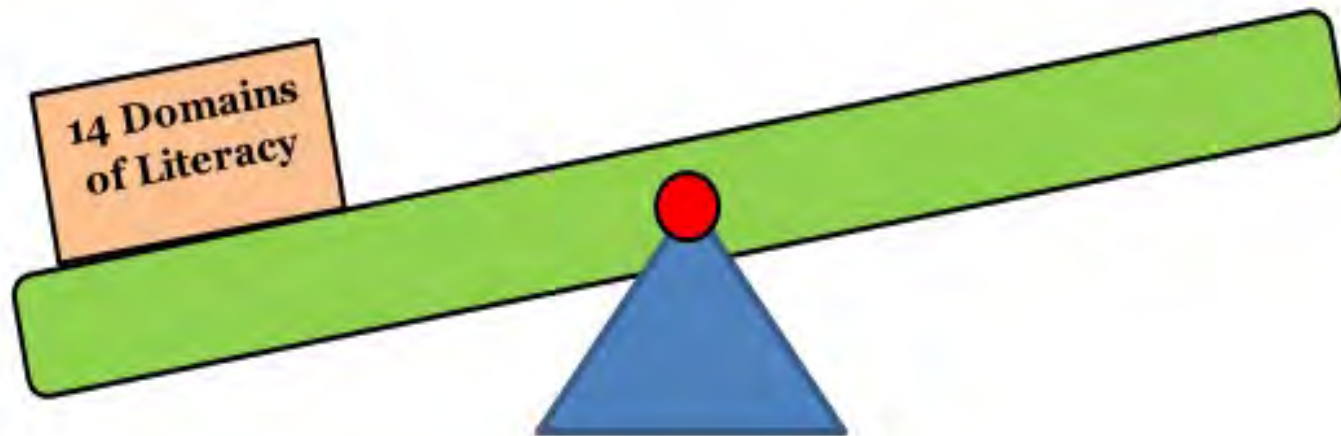
Processing

1. In the past, how do you usually find solutions to classroom management issues?
2. During the activity, how did you feel about exchanging strategies with your groupmates?
3. Do you think sharing strategies on classroom assessment is helpful? Why or why not?

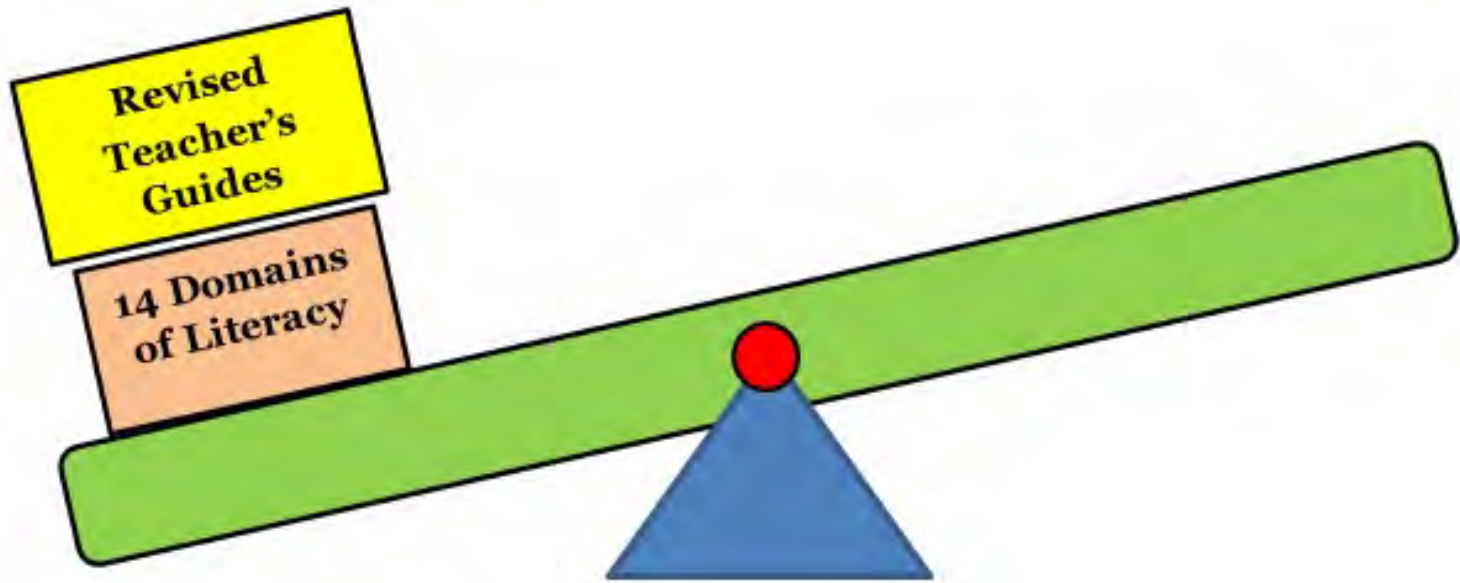
In a Nut Shell

- We have to understand our learners and their circumstances to be able to set **clear, fair, and consistent** expectations.
- Be creative. There are different ways of looking at problems, and more than one way to solve them.
- The DepEd Order No. 40, or the Child Protection Policy, is primarily anchored on RESPECT for the child as a person.

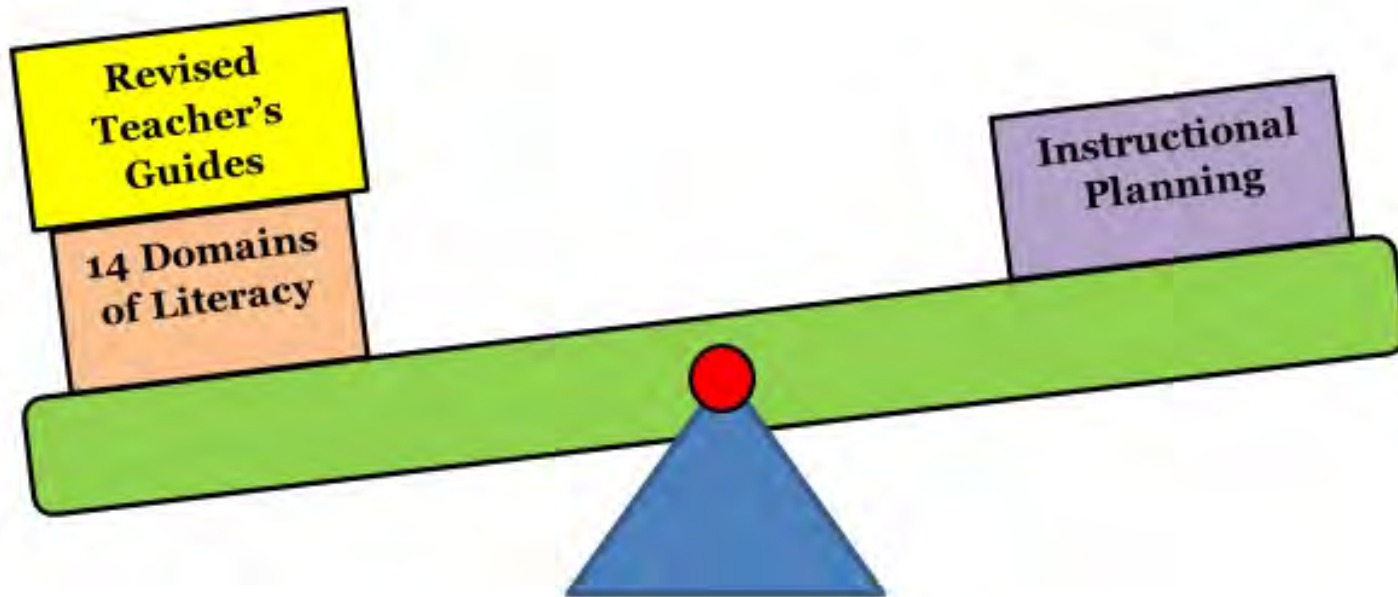
Effective Literacy Instruction



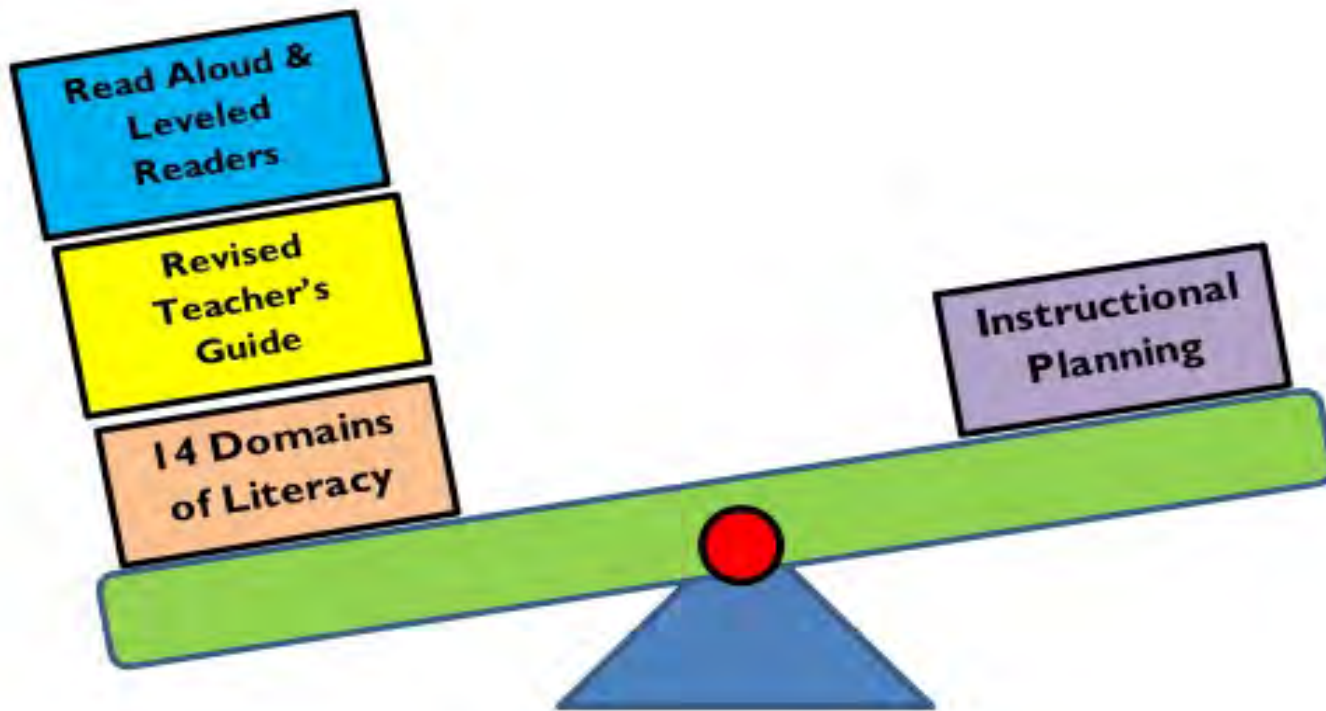
Effective Literacy Instruction



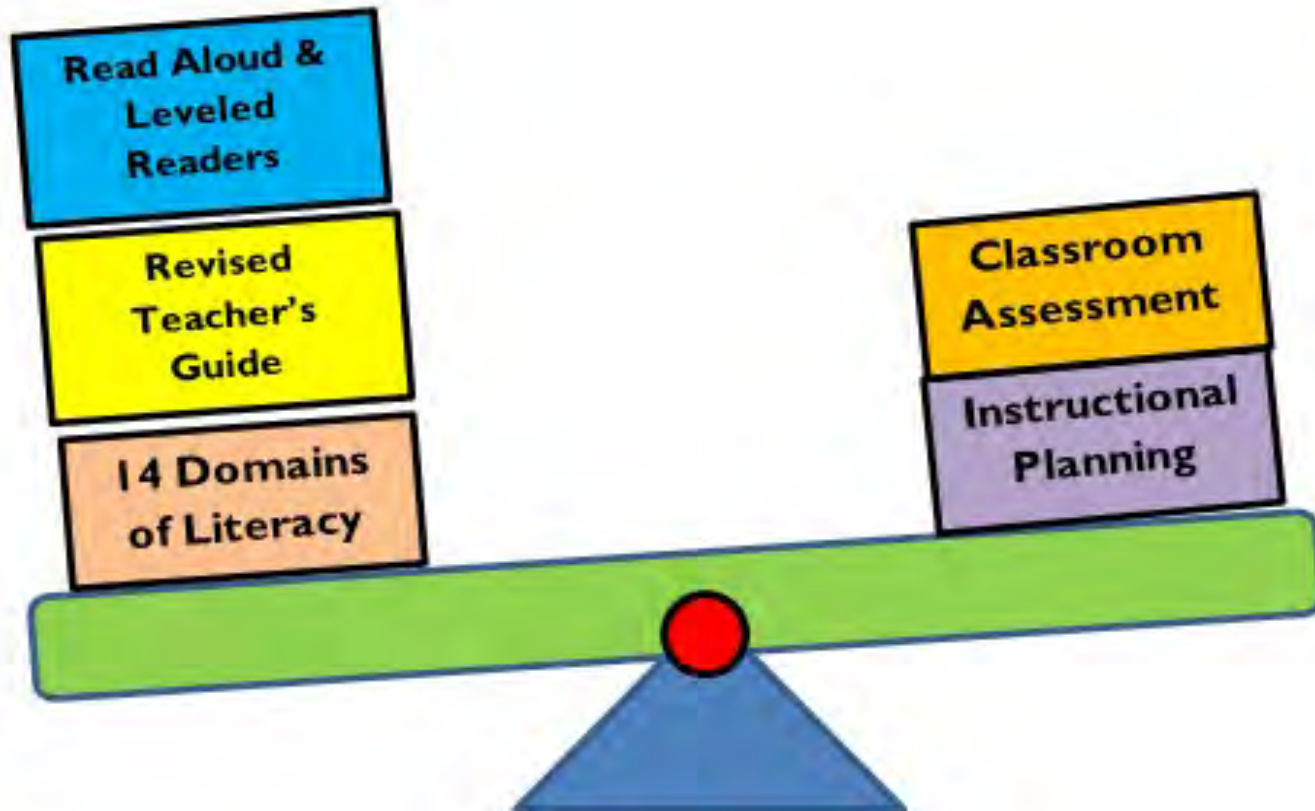
Effective Literacy Instruction



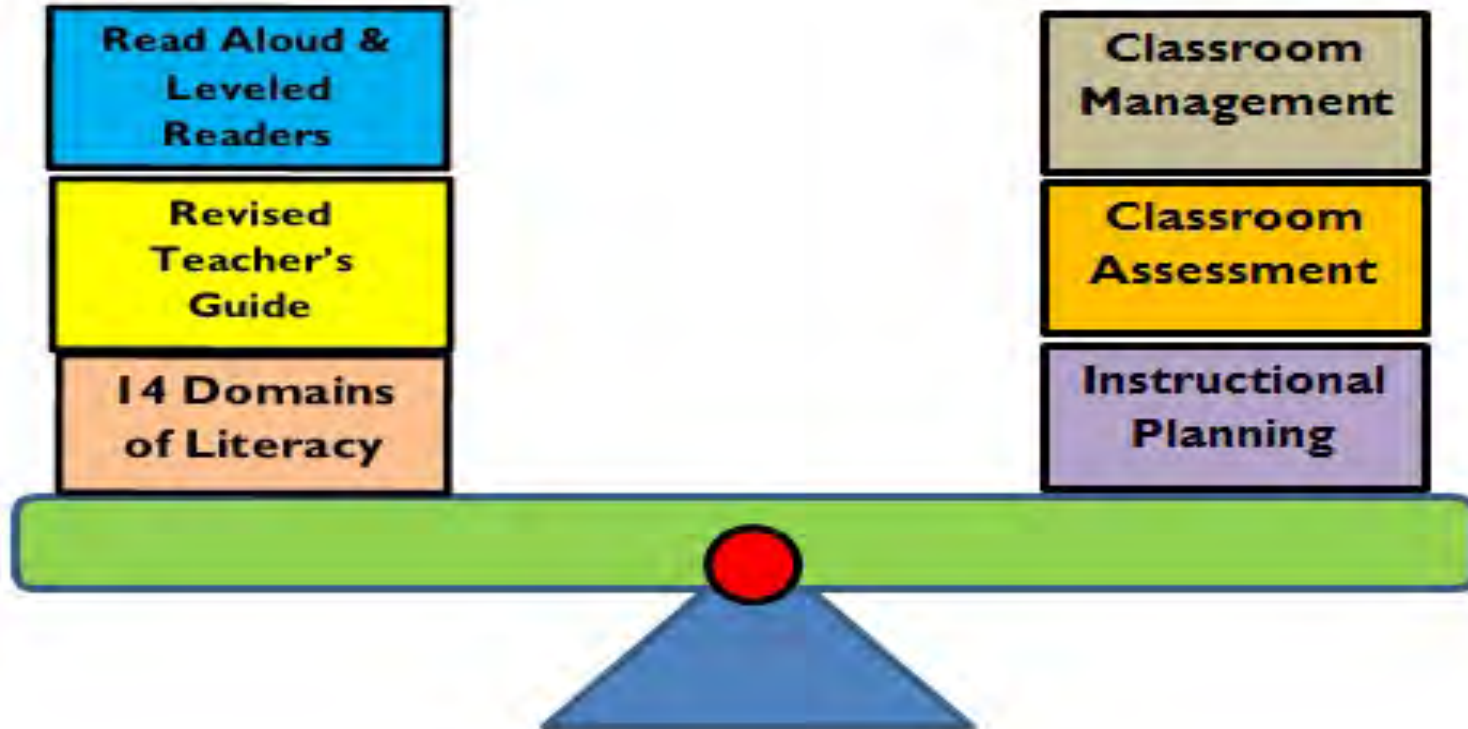
Effective Literacy Instruction



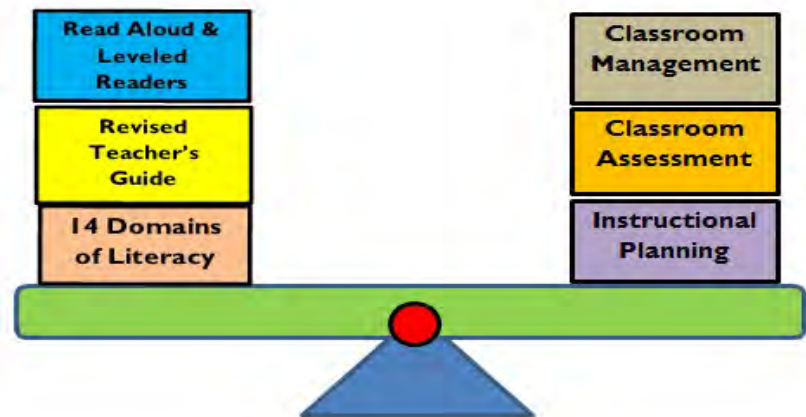
Effective Literacy Instruction



Effective Literacy Instruction



Effective Literacy Instruction is achieved when instruction is well-planned; classroom assessment is frequently conducted; the classroom is well-managed; and level-appropriate activities and materials are given to pupils.



Ticket to Leave

Write two classroom management strategies that were used during the training. Describe how they were done in the two or three sentences.

Before you go...

- Post Test
- Training Evaluation

REINFORCING EFFECTIVE LITERACY INSTRUCTION IN GRADE 2 CLASSROOMS
December 2016

THE 14 DOMAINS OF LITERACY

DOMAINS	DEFINITION	SAMPLE ACTIVITIES
Attitude Towards Language, Literature and Literacy/ Pagpapahalaga sa Wika at Panitikan	Having a sense of being a reader and developing individual choices of and tastes for texts to read for various purposes such as for learning or for pleasure	<ul style="list-style-type: none"> • Teacher encourages pupils to read their chosen book during their independent reading time. • Teacher asks pupils to talk about their favorite book with their seatmates during Sharing Information.
Oral Language/ Wikang Binibigkas	One's knowledge and use of the structure, meanings and uses of the language	<ul style="list-style-type: none"> • Teacher introduces the theme for the week and asks pupils to share their experiences that are related to the theme. • Teacher asks pupils to talk about their pets with their seatmates.
Listening Comprehension/ Pag-unawa sa Napakinggan	A complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the listener and the text	<ul style="list-style-type: none"> • Teacher pause after reading a page or two of the Read Aloud to ask pupils questions about the story. • Teacher asks pupils to draw the different hairstyles mentioned in the Read Aloud story read in class.
Book Print Knowledge/ Kaalaman sa Aklat at Limbag	Knowing and being acquainted with books and how print works	<ul style="list-style-type: none"> • Teacher discusses the cover of the book. He or she asks pupils to point out the title, the author and illustrator's names. • Teacher points out to pupils that a person reads from left to right, top to bottom.
Phonological Awareness/ Kamalayang Ponolohikal	It is the ability to notice, think about and work with the individual sounds in spoken words	<ul style="list-style-type: none"> • Teacher introduces a new song in class. He or she asks pupils to identify the rhyming words in the song. • Teacher asks pupils to listen carefully as he or she reads the poem, and then asks them to point out words that begin with the letter "m."
Alphabet Knowledge	The ability to recognize, name, write, and sound out all the upper and lower case letters of the	<ul style="list-style-type: none"> • Teacher asks pupils to sound out letters and write their upper and lowercase in cursive form.

REINFORCING EFFECTIVE LITERACY INSTRUCTION IN GRADE 2 CLASSROOMS
December 2016

DOMAINS	DEFINITION	SAMPLE ACTIVITIES
	alphabet.	<ul style="list-style-type: none"> Teacher and pupils review the alphabet. Pupils write five consonants in their notebook both in their upper and lower case.
Phonics and Word Recognition/Palabigkasan at Pagkilala sa Salita	The ability to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters in written language	<ul style="list-style-type: none"> Teacher asks pupils to read words with hard and soft g. Teacher asks pupils to read words with short /a/.
Spelling/Pagsulat at Pagbaybay	Being able to convert oral language sounds into printed language symbols (letters)	<ul style="list-style-type: none"> Teacher asks pupils to write words from the story that were unlocked in the previous day. Teacher asks pupils to spell correctly the words with short /a/.
Grammar Awareness/Wika at Gramatika	The knowledge of language features and sentence structures in written language	<ul style="list-style-type: none"> Teacher asks pupils to do the actions listed in their Learner's Materials. Teacher asks pupils to choose the verbs in present tense among the choices in the given sentences.
Writing and Composing/Komposisyon	Being able to formulate ideas into sentences or longer texts and represent them in the conventional	<ul style="list-style-type: none"> Teacher divides the class into groups, and asks pupils to make a chant using action words they learned during the discussion. Teacher divides the class into groups, and then facilitates the brainstorming for the Acrostic Poem each group will write/compose.
Fluency/Tatas	The ability to read orally with speed, accuracy and proper expression	<ul style="list-style-type: none"> Teacher asks pupils to read words and phrases from the Leveled Reader as part of the Pre-Reading Activities. Teacher listen to pupils read the poem "Respect" with speed, accuracy and proper expression.
Vocabulary Development/Pag-unlad ng Talasalitaan	Knowledge of words and their meanings in both oral and print representations	<ul style="list-style-type: none"> Teachers unlock meaning or words and expressions from the Read Aloud/Leveled Reader using pictures, gestures, and/or

REINFORCING EFFECTIVE LITERACY INSTRUCTION IN GRADE 2 CLASSROOMS
December 2016

DOMAINS	DEFINITION	SAMPLE ACTIVITIES
		context clues. • Teacher asks pupils to identify the synonyms and antonyms of given words.
Reading Comprehension/ Pag-unawa sa Binasa	A complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the reader and the text	• Teacher asks pupils to questions about the Leveled Reader they read. • Teacher asks pupils to make a story map using the information from the Leveled Reader they read.
Study Skills/ Estratehiya sa Pag-aaral	A general term for techniques and strategies that help a person read or listen for specific purposes with the intent to remember	• Teacher asks pupils to answer questions using the information from an index of a book. • Teacher asks pupils to arrange alphabetically according to the first two letters of the given words.

REINFORCING EFFECTIVE LITERACY INSTRUCTION IN GRADE 2 CLASSROOMS
December 2016

FREQUENTLY ASKED QUESTIONS (FAQs)

TOPIC	QUESTIONS	ANSWERS
Topic 2: The Revised Teacher's Guides	Where are the grammar rules in the Revised Teacher's Guides?	Instruction on grammar structure (e.g. verbs, nouns, adjectives, etc.) is more communicative in approach. This means that the grammar lesson focuses more on the use of the language in normal situations. It is not taught in isolation. Pupils learn the grammar rules through repeated use of the grammar structure.
	Why are there too many objectives in the Revised Teacher's Guide?	As discussed during the review of 14 Domains of Literacy, multiple skills/domains can be developed in a single activity. Therefore, all objectives in the Revised Teacher's Guides are hit. This reinforces the concept of Integration .
	Why are there so many activities in the Revised Teacher's Guide? What do we do when there is not enough time to do all activities?	The inclusion of various activities in the Revised Teacher's Guides aims to develop a number of domains/skills. If there is not enough time to do all the activities, you may do the other activities on the next instructional day.
	Why are there no Teacher's Guides for Mother Tongue in the second, third, and fourth quarters?	As preparation for the transition from Mother Tongue to Filipino and English as medium of instruction in Grade 4, Basa focused on revising the Grade 2 Teacher's Guides for English and Filipino, and developing reading materials for said language. This is to strengthen the instruction in L2 and L3.
Topic 5: The Read Alouds and Leveled Readers	Should there be equal number of pupils for each group?	<p>No. We group pupils according to their reading level. If there are only 6 pupils in your class who are more skilled readers; then, there will only be 6 pupils who will be reading the Relatively Challenging Leveled Reader (2 Dots). The same goes for less skilled readers.</p> <p>If however you find out that all pupils are less skilled readers; then, have them read the Relatively Easy Leveled Reader. Have pupils read the more Challenging Leveled Reader when they are ready. However, it is still suggested that pupils are still grouped according to level of skills even when they are reading the same Leveled Reader. Doing differentiating activities during guided reading allows the teacher to listen to pupils read and process the text read with them.</p>



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TOPIC	QUESTIONS	ANSWERS
	<p>What should we do if our pupils are not familiar with the topic in the Leveled Reader? Can we change the Leveled Reader to address this problem?</p>	<p>There are different ways to address this concern. If pupils are unfamiliar with the topic in the Leveled Reader, the teacher can take this as an opportunity to teach them about it. The teacher can introduce the topic using pictures, realia, etc., and connect this new learning to pupils' prior knowledge or experience. For example, pupils are not familiar with restaurant. The teacher can show a picture of a restaurant and explain what it is. Then, he or she can ask pupils if they have been to a place like it. If pupils haven't been to a restaurant, ask them to share their experiences on eating out (i.e. picnic in the park, eating in a canteen). "Reading is like a mirror and a window. It is a mirror because it allows us to see ourselves in the text. It is also a window because it allows us to see beyond the familiar."</p>
	<p>What should we do if our there are pupils who cannot read the Relatively Easy Leveled Readers?</p>	<p>This is where remediation comes in. The teacher can meet with pupils in very small groups and teach the Grade 2 materials a bit slowly. They could also "pre teach" upcoming lessons so they are keyed into what they are going to learn. They can teach domains/skills such as Alphabet Knowledge, Phonological Awareness, Phonics and Word Recognition to help pupils cope with the lessons in Grade 2. Profiles of different types of learners would also be a good way for teachers to begin thinking what they might do for different children.</p>

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HANDOUT 2: FORMATIVE ASSESSMENT

Formative Assessment may be integrated in all parts of a lesson: Before, During and After the lesson. Below are some examples of Formative Assessment Methods for each part of the lesson.

PARTS OF THE LESSON	ASSESSMENT METHOD
Before the Lesson	<ol style="list-style-type: none"> 1. Agree or Disagree Activities 2. Games 3. Interviews 4. Inventories/Checklists of skills (relevant to the topic) 5. KWL activities (what I know, what I want to know, what I learned) 6. Open-ended questions 7. Practice Exercises
Lesson Proper	<ol style="list-style-type: none"> 1. Multimedia presentations 2. Observations 3. Other formative performance tasks (simple activities that can be drawn from a specific topic or lesson) 4. Quizzes (recorded but not graded) 5. Recitations 6. Simulation activities
After the Lesson	<ol style="list-style-type: none"> 1. Checklists 2. Discussion 3. Games 4. Performance tasks that emanate from the lesson objectives 5. Practice exercises 6. Short Quizzes 7. Written work

The information or feedback gathered from formative assessment helps teacher measure and track pupils' progress. This also becomes the basis for teacher's adjustment in the pace, content, etc. of instruction in the classroom. The result of formative assessment is recorded but not used as basis for grades.

Reference: DepEd Order No. 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program

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HANDOUT 2a: SAMPLE WRITTEN OUTPUT

Name: _____ Date: _____
Section: _____
Taytay, Rizal
Manila
March 14, 2016

Dear Aunt Bea
I am very going make
things aunt Bea. Because
i love science and arts
in science i have now
By the new solar system

the dwarf planets in the
solar system are haumea,
make make, ceres and eris
Also i know the triangle
in the Philippines it is near
manila. in the middle many lost
boats are in there and
dead people
and also going
young trucky on top the
Sophie triangle is
it will also be lost
Remilora

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HANDOUT 3: SUMMATIVE ASSESSMENT

Summative Assessment measures the different ways learners **use** and **apply** all relevant knowledge, understanding, and skills. Teachers must ensure that learners are ready when summative assessments are given. Sufficient and appropriate instructional interventions should have been implemented beforehand.

COMPONENTS	DEFINITION/PURPOSE	EXAMPLES
Written Work (WW)	<ul style="list-style-type: none"> Assess learner’s understanding of concepts and application of skills in written form Prepare learners for quarterly assessments Given at the end of a topic or unit 	<ul style="list-style-type: none"> Long Quizzes Unit or Long Tests Essays Written Reports
Performance Tasks (PT)	<ul style="list-style-type: none"> Involve students in the learning process individually or in collaboration with teammates over a period of time Give students opportunities to demonstrate and integrate their knowledge, understanding, and skills about topics or lessons learned in a specific real-life situation by performing and/or producing evidence of learning Give students the freedom to express their learning in appropriate and diverse ways Encourage student inquiry, integration of knowledge, understanding, and skills in various contexts beyond assessment Given at the end of a lesson focusing on a topic/skill lesson 	<ul style="list-style-type: none"> Skills Demonstrations Group Presentations Oral Work Multimedia Presentations Research Projects
Quarterly Assessment (QA)	<ul style="list-style-type: none"> Synthesize all the learning skills, concepts and values learned in an entire quarter Given once at the end of the quarter 	<ul style="list-style-type: none"> Can be in the form of objective tests, performance-based assessment or a combination of both

Reference: DepEd Order No. 8, s. 2015, *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*, pp. 7-8



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Worksheet No. 1: Examining Revised Teacher's Guides

Subject: _____

Week/Days: _____

Directions: Complete the table below using the information from the Grade 2 Teacher's Guides.

SECTIONS	ACTIVITIES	OBJECTIVES	DOMAINS



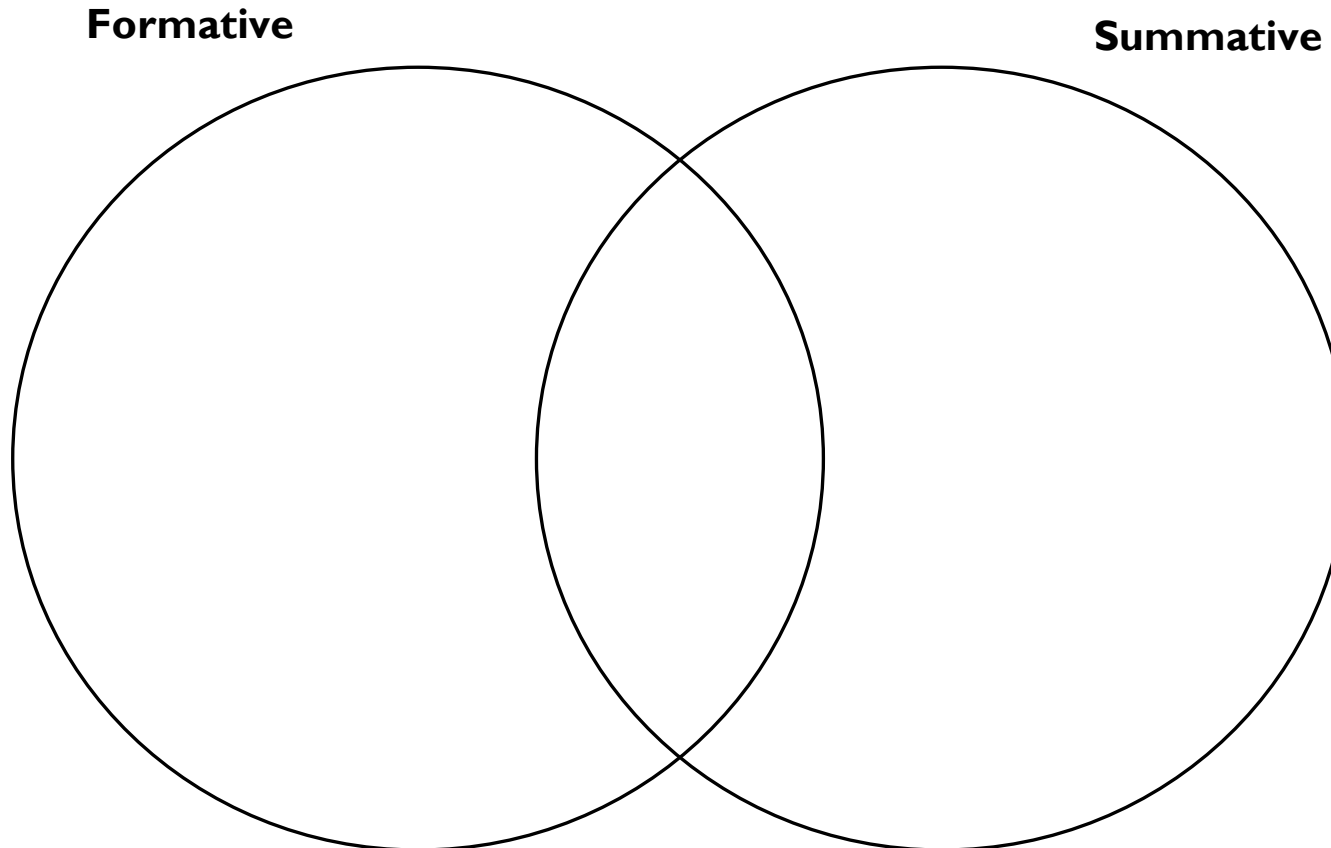
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SECTIONS	ACTIVITIES	OBJECTIVES	DOMAINS

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Worksheet No. 2: Formative and Summative Assessment

Directions: Compare and contrast Formative and Summative Assessment using the Venn diagram below.





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Worksheet No. 3: Classroom Assessment in the Revised Teacher's Guide Subject: _____ Week/Days: _____

Directions: List down the assessments found in the Revised Teacher's Guides. Determine if the assessments are Formative or Summative.

DAY	ACTIVITY	DOMAINS	ASSESSMENT METHOD OR TEST TYPE	FORMATIVE	SUMMATIVE



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DAY	ACTIVITY	DOMAINS	ASSESSMENT METHOD OR TEST TYPE	FORMATIVE	SUMMATIVE



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ORAL READING CHECKLIST

Name of Pupil: _____ Grade Level: _____

Title of Leveled Reader: _____ Subject: _____

Week: _____

Level (Choose one based on the result of assessment): Relatively Easy Relatively Challenging

Directions: Ask a pupil to read a Leveled Reader aloud. Listen as the pupil reads, and record your observation on your copy of the Leveled Reader. After the reading, mark the appropriate column (Observed vs. Not Observed) in the checklist to assess pupil's reading ability.

CRITERIA	OBSERVED	NOT OBSERVED
Reads with accuracy <i>(Makes no or only few substitutions, omissions, or insertions)</i>		
Tries to self-correct if word doesn't make sense or sound right <i>Note: If pupil didn't make an error, check Observed.</i>		
Pays attention to punctuation at the end of a sentence		
Reads smoothly without frequent pauses		
Reads with expression		

*Adapted from *Assessment in Early Childhood Education* (6th edition)

The **Oral Reading Checklist** is a tool that can be used in assessing pupils' level of reading ability. It can be the basis for making decision on the level of text that pupils read, and the placement of pupils in reading groups.

Determining the Level of Pupils

- If three or more criterion were **observed** during the reading, pupils should read the Relatively Challenging Leveled Reader.
- If three or more criterion were **not observed** during the reading, pupils should read the Relatively Easy Leveled Reader.

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READING PASSAGES

Directions: Listen to a child reading the passages below. While listening to the child read, write your observations on the passages below (e.g. encircle omitted words; write word inserted in between texts).

Audio Recording 1

Ang Pilipinas ay binubuo ng maraming isla. Ang kalupaan nito ay pinaliligiran ng maraming anyong-tubig. Isa tayo sa mga bansang may pinakamahabang baybayin. May malalaking anyong-tubig, mayroon ding maliliit. Maraming kabutihang naidudulot ang mga anyong-tubig sa Pilipinas.

Reference: Tan, Y. (2014). *Alamin natin ang mga anyong-tubig sa Pilipinas, Leveled reader, Difficult*. Philippines: USAID.

Audio Recording 2

“May I help cook the dinner?” asks Carol.
“Yes! Let’s make a fire together,” says Mama.
“Pick up these sticks for the fire,” says Mama.
Carol picks up the sticks for the fire.

Reference: Education Development Center. (2014). *Making a fire, Leveled Reader, Easy*. Philippines: USAID.



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ORAL READING CHECKLIST – ANSWER KEY

CRITERIA	Pupil 1		Pupil 2		Pupil 3		Pupil 4	
	OBSERVED	NOT OBSERVED	OBSERVED	NOT OBSERVED	OBSERVED	NOT OBSERVED	OBSERVED	NOT OBSERVED
Reads with accuracy <i>(Makes no or only few substitutions, omissions, or insertions)</i>		✓	✓		✓			✓
Tries to self-correct if word doesn't make sense or sound right <i>Note: If pupil didn't make an error, check Observed.</i>		✓	✓			✓		✓
Pays attention to punctuation at the end of a sentence	✓		✓		✓		✓	
Reads smoothly without frequent pauses		✓	✓		✓			✓
Reads with expression			✓		✓			✓



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Findings:

- Pupil 1 is a less skilled reader. She will read the Relatively Easy Challenging Leveled Reader (1 Dot)
- Pupil 2 is a more skilled reader. She will read the Relatively Challenging Leveled Reader (2 Dots).
- Pupil 3 is a more skilled reader. He will read the Relatively Challenging Leveled Reader (2 Dots).
- Pupil 4 is a less skilled reader. She will read the Relatively Easy Challenging Leveled Reader (1 Dot).



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INSTRUCTIONS

Role Playing Exercise: “What did the pupils do? What did the teacher do?”

We will have a role play exercise on classroom management. Each group will “experience” and “act out” a classroom situation. The group will identify someone from the group to play the teacher, the problem pupils, and the cooperative pupils.

Below are the instructions for the TEACHER, the PROBLEM PUPILS, and the COOPERATIVE PUPILS.

All groups will perform on Day 3.

Group 1: Non-participation in the Classroom

Situation: The pupils will read the Leveled Reader “Do Your Chores.” The activities for the lesson are found in the Grade 2 English Revised Teacher’s Guide, Week 32, Day 3. The teacher executes the lesson in class, focusing on the Pre-Reading Activities.

The teacher has already grouped the pupils according to their reading level. Then, she does the **Pre-Reading Activities** for the text.

Pupils 1-3 - Doesn’t want to answer

When asked a question, the pupils just shake their heads and do not answer.

The Rest of the Class listens to the teacher and responds to his/her questions.

The teacher keeps on calling Pupils 1, 2 and 3 to give them the chance to answer. However, he/she doesn’t help them reach the correct answer. The waiting time is also short.



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INSTRUCTIONS

Role Playing Exercise: “What did the pupils do? What did the teacher do?”

We will have a role play exercise on classroom management. Each group will “experience” and “act out” a classroom situation. The group will identify someone from the group to play the teacher, the problem pupils, and the cooperative pupils.

Below are the instructions for the TEACHER, the PROBLEM PUPILS, and the COOPERATIVE PUPILS.

All groups will perform on Day 3.

Group 2: Fighting in the Classroom

Situation: The presentation focuses on the **During Reading Activities** for the Leveled Reader “Do Your Chores,” which is found in the Grade 2 English Revised Teacher’s Guide, Week 31, Day 3.

Pupil 1 and 2 – Fighting over the Leveled Reader

Pupil 1 and 2 are reading partners. They were given one Leveled Reader to read. After receiving the Leveled Reader, the two pupils seem to be sharing the book. However, Pupil 1 is a faster reader than Pupil 2. Impatient about his/her seatmate’s pace, he/she grabbed the book from Pupil 2 who is still reading a page from the book. Annoyed with Pupil 1, Pupil 2 tried to get the book back. A tug of war ensues for a few minutes before Pupil 2 punched Pupil 1 in the shoulders. Pupil 1 cried, while Pupil 2 continued reading the Leveled Reader.

The Rest of the Class reads the Leveled Reader quietly. They stopped reading when they heard Pupil 1 and 2 fighting. One of the pupils goes to the teacher and tells him/her about Pupil 1 and 2.

The teacher is with the struggling readers. He/she is guiding them in reading the Leveled Reader. She was unaware that Pupil 1 and 2 were fighting. She only found out when a pupil approached her told her that Pupil 1 was crying. Teacher approached Pupil 1 and 2, and asked them what happened. Both pupils don’t say anything about what happened. Teacher paired Pupil 1 and 2 with their other classmates. She gently reminded them not to fight again over the book.



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INSTRUCTIONS

Role Playing Exercise: “What did the pupils do? What did the teacher do?”

We will have a role play exercise on classroom management. Each group will “experience” and “act out” a classroom situation. The group will identify someone from the group to play the teacher, the problem pupils, and the cooperative pupils.

Below are the instructions for the TEACHER, the PROBLEM PUPILS, and the COOPERATIVE PUPILS.

All groups will perform on Day 3.

Group 3: “The Hoggers”

Situation: The presentation focuses on the **After Reading Activities** for the Leveled Reader “Do Your Chores,” which is found in the Grade 2 English Revised Teacher’s Guide, Week 31, Day 3.

Pupil 1 and 2 – Mr./Ms. Know-It-All

Pupil 1 and 2 are two of the brightest students in class. They learn fast, and always participate in class discussions. Pupil 1 is hyperactive and likes to recite in class. He/she always raises her hand when the teacher asks questions. His/her answers to the teacher’s questions are often lengthy, which makes his/her classmates annoyed because they cannot give another answer to the questions. Pupil 2, on the other hand, is very competitive. He/she is in the 2nd place in class. Whenever Pupil 1 will answer, Pupil 2 makes sure that he/she answers next, and that his/her answers are better and longer than Pupil 1’s responses.

The Rest of the Class raised their hands in the hopes that the teacher will call them to recite. They get annoyed when they noticed Pupil 1 and 2 hogging the airtime. In the middle of the discussion, the pupils stopped raising their hands and just listened to the teacher, Pupil 1 and Pupil 2 discuss.

The teacher calls different students at the beginning of the discussion. However, not all pupils can answer her questions correctly so she calls Pupil 1 and 2 to answer. **In the middle of the discussion, the principal dropped in the class to observe.** Teacher starts calling Pupil 1 and 2 more and more.



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INSTRUCTIONS

Role Playing Exercise: “What did the pupils do? What did the teacher do?”

We will have a role play exercise on classroom management. Each group will “experience” and “act out” a classroom situation. The group will identify someone from the group to play the teacher, the problem pupils, and the cooperative pupils.

Below are the instructions for the TEACHER, the PROBLEM PUPILS, and the COOPERATIVE PUPILS.

All groups will perform on Day 3.

Group 4: Teasing in the Classroom

Situation: It is the first day of the week. The class is learning a new action song. All pupils were asked to participate in the singing and dancing.

Pupil 1 - Injured Child

Pupil 1 injured his leg over the weekend. His/her mother helped him go to school. While the class is singing and dancing, he remained seated. He wanted to join the activity but his leg hurt whenever he tries to stand. He cried when the other children teased him about his leg.

Pupils 2 to 5 – Children teasing their classmate

In the middle of the song, Pupil 2 noticed that Pupil 1 was not participating. He told Pupil 3, 4 and 5 about this. They started teasing Pupil 1, calling him “pilyay.” They also imitated a person who had difficulty walking.

The Rest of the Class participates in the activity and follows teacher’s instruction.

The teacher hears Pupil 1 crying. He/she approached him to ask what’s wrong. Pupil 1 told the teacher that Pupils 2 to 5 were teasing him about his leg. Teacher hugged the child and told him/her to stop crying. He/she then asked the rest of the class to take their seat and copy the lyrics of the action song. Afterwards, she asked Pupil 2 to 5 to come to the back of the classroom. He/she asked said pupils why they were teasing Pupil 1. She listened to them. Then, he/she explained to these pupils why they shouldn’t tease Pupil 1. After this conversation, the teacher proceeded with the discussion of the lesson.



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INSTRUCTIONS

Role Playing Exercise: “What did the pupils do? What did the teacher do?”

We will have a role play exercise on classroom management. Each group will “experience” and “act out” a classroom situation. The group will identify someone from the group to play the teacher, the problem pupils, and the cooperative pupils.

Below are the instructions for the TEACHER, the PROBLEM PUPILS, and the COOPERATIVE PUPILS.

All groups will perform on Day 3.

Group 5: Interrupters

Situation: The presentation focuses on the **Pre-Reading Activities** for the Read Aloud in Week 31 of the Grade 2 Filipino Revised Teacher’s Guide.

Pupil 1 – Sings in the middle of the discussion

Pupil 1 suddenly sings non-stop, while the class is unlocking the words and expressions from the Read Aloud that they will read in class.

Pupil 2 – Joins Pupil 1 in singing

When Pupil 2 hears Pupil 1 sing a song, he/she joins him. He/she cannot understand what the teacher and his/her classmates are discussing, so he’d rather join Pupil 1 in entertaining him/herself.

The Rest of the Class participates in the discussion.

The teacher calls Pupil 1 and 2 to answer questions to stop them from singing and to engage them in the discussion. Pupil 2 immediately stops singing and answers the teacher’s questions when called. However, Pupil 1 couldn’t answer and continues to sing. After class, the teacher asked Pupil 1 to stay and talk. He/she found out that Pupil 1 couldn’t understand the lesson because he/she can’t hear very well. The following day, the teacher asks Pupil 1 to sit in front, near the blackboard.



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INSTRUCTIONS

Role Playing Exercise: “What did the pupils do? What did the teacher do?”

We will have a role play exercise on classroom management. Each group will “experience” and “act out” a classroom situation. The group will identify someone from the group to play the teacher, the problem pupils, and the cooperative pupils.

Below are the instructions for the TEACHER, the PROBLEM PUPILS, and the COOPERATIVE PUPILS.

All groups will perform on Day 3.

Group 6: Restless Child/Hindi Mapakaling Bata”

Situation: The presentation focuses on the **During Reading Activities** for the Read Aloud in Week 31 of the Grade 2 Filipino Revised Teacher’s Guide.

Pupil 1 – “Restless Child/Hindi Mapakaling Bata”

The child is restless. He/she keeps moving around the classroom and keeps on talking to his/her classmates. When he/she couldn’t get some of his/her classmates to talk to her, he/she started playing with some of the objects in the classroom.

The Rest of the Class participates in the discussion. Other pupils

The teacher notices that Pupil 1 is not in his/her seat again. He/she approaches Pupil 1 and drags him back to his seat.



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INSTRUCTIONS

Role Playing Exercise: “What did the pupils do? What did the teacher do?”

We will have a role play exercise on classroom management. Each group will “experience” and “act out” a classroom situation. The group will identify someone from the group to play the teacher, the problem pupils, and the cooperative pupils.

Below are the instructions for the TEACHER, the PROBLEM PUPILS, and the COOPERATIVE PUPILS.

All groups will perform on Day 3.

Group 7: Doing something else during Groupings

Situation: The presentation focuses on the **During Reading Activities** for the Leveled Reader in Week 31 of the Grade 2 Filipino Revised Teacher’s Guide. The teacher explains that there will be two groups, and he or she will be with only one group at a time, so there will be a time when the pupils need to be able to do their task independently. To help her monitor the groups, teacher assigns a group leader to ensure that all the members are reading the Leveled Reader.

Pupils 1 to 3 – Doing something else

While the teacher is in the other group, the pupils are not reading their Leveled Reader like they are supposed to. Two of the pupils are looking at the 3rd pupil’s notebook. They are watching him/her draw. They can’t keep themselves from giggling.

Pupil 4 – is the leader of the group where pupils 1 to 3 belong. He/she notices that pupils 1 to 3 are not reading the Leveled Reader. He or she reminds pupils 1 to 3 that they are supposed to read the Leveled Reader, and not drawing. Pupils 1 to 3 start to read their Leveled Readers.

The Rest of the Class reads the Leveled Reader.

The teacher is in the other group, helping the pupils read. He/she notices that Pupils 1, 2 and 3 are not reading the Leveled Reader. Before he/she can go to the other group, Pupil 4 has already reminded Pupils 1 to 3 to read the Leveled Reader. Teacher praises Pupil 4 for being a good leader, and tells the class that they should be as responsible as Pupil 4 because they are in Grade 3 already.



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Worksheet No. 5: Classroom Management

Directions: Complete the table below using the information from the Role Play Activity.

Situation	Pupils' Behavior Observed	Teacher's Response to the Behavior	Strategies to Effective Classroom Management
1			
2			
3			
4			



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Situation	Pupils' Behavior Observed	Teacher's Response to the Behavior	Strategies to Effective Classroom Management
5			
6			
7			



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TRAINING EVALUATION FORM

Title of Training: Reinforcing Effective Literacy Instruction in Grade 2 Classrooms Date: _____

Division:

- Ilocos Norte, Ilocos Sur, La Union, San Fernando City, Cebu, Mandaue City, Bohol, Tagbilaran City

Designation:

- School Teacher, School Principal, DepEd Official/Administrator, Others: _____ (Please specify.)

Directions: Please indicate your opinion on the following statements. Your responses will be confidential.

Table with 6 columns: STATEMENTS, Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. Rows include Training Content, Presentation, Training Materials, Training Venue & Equipment, and Food.

Other comments: _____

Thank you for your participation! ©



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TICKET TO LEAVE
DAY 1 - KEYWORDS AND PHRASES

Directions: Write two or three keywords/phrases for the following topics.

- 1. Balanced Literacy**

- 2. Bridging**

- 3. 10-Day Instructional Sequence**

- 4. Instructional Planning**

What questions do you have?



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TICKET TO LEAVE
DAY 2 – KEYWORDS AND PHRASES

Directions: Write two or three keywords/phrases for the following topics.

- 1. Formative Assessment**

- 2. Summative Assessment**

- 3. Read Alouds**

- 4. Leveled Readers**

What questions do you have?



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TICKET TO LEAVE
DAY 3: CLASSROOM MANAGEMENT

Write two strategies for classroom management that were used during the training.

Describe how it was done in the two or three sentences.

What questions do you have?



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DAY I

Time	Activity
7:30 – 8:30 a.m.	Registration, General Administrative and Reimbursement Guidelines
8:30 – 9:30	Opening Program
9:30 – 10:00	Training Overview, Schedule, House Rules
10:00 – 10:30	BREAK
10:30 – 12:00 p.m.	Topic 1: Review of Effective Literacy Instruction and the 14 Domains of Literature
12:00 – 1:00	LUNCH
1:00 – 3:00	Topic 2: Revisiting the <i>Revised Teacher's Guides</i>
3:00 – 3:30	BREAK
3:30 – 5:00	Topic 3: The Daily Lesson Log (Part I)

DAY 2

Time	Activity
7:30 – 8:30 a.m.	Registration and Introductory Activity
8:30 – 9:00	Recapitulation
8:45 – 9:15	Topic 3: Daily Lesson Log (Part 2)
9:15 – 10:00	Topic 4: Classroom Assessment
10:00 – 10:30	BREAK
10:30 – 12:00 p.m.	Continuation of Topic 4
12:00 – 1:00	LUNCH
1:00 – 3:00	Topic 5: Revisiting the <i>Read Aloud Books</i> and <i>Leveled Readers</i>
3:00 – 3:30	BREAK
3:30 – 5:00	Continuation of Topic 5



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DAY 3

Time	Activity
7:30 – 8:30 a.m.	Registration and Introductory Activity
8:30 – 9:00	Recapitulation
9:00 – 10:00	Topic 6: Sharing of Best Practices for Classroom Management
10:00 – 10:30	BREAK
10:30 – 12:00 p.m.	Continuation of Topic 6
12:00 – 1:00	LUNCH
1:00 – 2:00	Wrap Up: Reinforcing Effective Literacy Instruction
2:00 – 3:00	Closing Program