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Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

CID-2024-147

To : CID and SGOD Chiefs
Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary School Heads
Concerned Teachers

Subject : **CONDUCT OF DISTRICT FACILITATORS' TRAINING ON NATIONAL LEARNING CAMP IMPLEMENTATION**

Date : April 26, 2024

In pursuance to DepEd Memorandum No. DM-OUCT-2024-097, re: Specific Guidelines for the Effective Implementation of the National Learning Camp and Other Activities for the 2024 End-of-School-Year (EOSY) Break, the field is hereby informed of the conduct of the District Facilitators' Training on National Learning Camp (NLC) Implementation on May 2, 2024 at the Division Office Conference Room.

The training aims to equip the District Facilitators on NLC Implementation with the vital information and knowledge necessary for the training of Learning Camp Volunteers, and in strengthening the teacher effectiveness for an improved learning outcome.

The following enclosures are attached herewith:

- a) Enclosure No. 1: List of Participants
- b) Enclosure No. 2: Matrix of Activities
- c) Enclosure No. 3: Learning Resource: Lesson Plan, Teacher Notes, Worksheets

Schools involved are directed to observe DepEd Order No. 9, s. 2015 on "Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith".

Travel expenses of participants shall be charged to School MOOE/Local Funds subject to the usual accounting and auditing rules and regulations.

For information, guidance, and compliance.

Melanie E. Estacio
MELANIE E. ESTACIO, PhD
Schools Division Superintendent

DepEd Schools Division of Digos City
RECORDS SECTION

RECEIVED
DATE: APR 30 2024
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BY: *[Signature]*

Enclosed: As stated.

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LIST OF PARTICIPANTS

Orientation of District Facilitators on NLC Implementation
May 2, 2024

District	Name	Position	School/Station	
Digos Occidental	Clarence Pillerin	PSDS	SDO	
	Mary Joy Fortun	PSDS	SDO	
	Jacqueline A. Jaum	School Principal	BALABAG ES	
	Jerwin Granada	School Principal	DAMNAS ES	
	Angelito M. Villagonzalo	School Principal	F. J. ALFEREZ ES	
	Prince Alfred Marzon	School Principal	RANAO ES	
	Elecel Adam	School Principal	DULANGAN ES	
	Jonathan Almacin	School Principal	MAHAYAHAY ES	
	Antonia Jumawan	School Principal	RUPARAN ES	
	Jonathan Rellon	School Principal	J. R. ALBERCA ES	
	Edsel Nacua	School Principal	PEDRO V. BASALAN ES	
	Aldin Barsalote	School Principal	DIGOS CITY CES	
	For Reading:			
	Analyn Manapol	Teacher	DIGOS CITY CES	
	Lorelei Gorgonio	Teacher	DIGOS CITY CES	
	Jocelyn Marata	Teacher	P. Basalan ES	
	For Mathematics:			
	Demosthenes Cajés	Teacher	Balabag ES	
	Nesylda Alpacion	Teacher	DIGOS CITY CES	
	Noryleth Virtudazo	Teacher	DIGOS CITY CES	
	Mt. Apo	Ida Juezan	PSDS	SDO
		Eleser Mateo	PSDS	SDO
		Lloyd Cervantes	School Principal	Apolandia Elem. School
Cesar Gevera Jr.		School Principal	Marawer Elem. School	
Dann Becamon		School Principal	N. Isidro Elem. School	
Al Fernandez		School Principal	Binaton Elem. School	
Jay Paul B. Cabural		School Principal	Matti Elem. School	
Eduardo Paller Jr.		School Principal	Rizal CES	
Peter Paul V. Deiparine		School Principal	Soong Elem. School	
Rebecca Lorelie P. Deiparine		School Principal	G. Reusora Elem. Sch.	
For Reading:				
Ruby Jane Espares		Teacher	Rizal CES	
Ferlyn Tubice		Teacher	G. Reusora ES	
Meliza Capawan		Teacher	Binaton ES	
For Mathematics				
Agan Mark Villasán		Teacher	Soong ES	
Maritess Castillo		Teacher	Marawer ES	
Arianne Kimberlene Bagni		Teacher	Rizal CES	



District	Name	Position	School/Station	
Digos Oriental	Neil Bongacayao	PSDS	SDO	
	Ferna Renira Alde	PSDS	SDO	
	Rowelem Rosima	School Principal	Kibanban ES	
	Renato Calipayan	School Principal	Badiang ES	
	Abdul Gapor M. De Guzman	School Principal	Cogon ES	
	Rex C. Sayson	School Principal	Isaac Abalayan ES	
	Mylene G. Samonte	School Principal	DMMES	
	Allen Joseph R. Malahay	School Principal	Dawis ES	
	Norwenda Jairil	School Principal	Pedro S. Garcia ES	
	Juvy Salise	School Principal	Aplaya ES	
	Inda Nacua	School Principal	RMCES	
	For Reading			
	Janette Bagaan	Teacher	Kibanban ES	
	Irene Cababat	Teacher	RMCES	
	Jay Ann Roldan	Teacher	Dawis ES	
	For Mathematics			
	Grace Alvarado	Teacher	I. Abalayan ES	
	Merilyn Galo	Teacher	DMMES	
	Ellen Coles	Teacher	Pedro Garcia ES	
	Digos South	Cherry Rossette Oliva	PSDS	SDO
		Ely Cataluña	PSDS	SDO
		Nedymar D. Andrade	School Principal	Arcaflor Maniapao ES
		Nelson E. Lucero	School Principal	Bagumbuhay ES
Marife Bohol		School Principal	Casilido Nonol ES	
Melacres Campomayor		School Principal	Colorado ES	
Tita T. Heramiz		School Principal	Domingo Abawag ES	
Joel A. Cartajena		School Principal	Igpit ES	
Joy R. Baulete		School Principal	Lungag ES	
Mario M. Andales		School Principal	San Miguel ES	
Merilyn T. Salboro		School Principal	Remedios Saplala ES	
For Reading				
Josephine Delima-		Teacher	San Miguel ES	
Mizraim May P. Rebuta		Teacher	Casilido Nonol ES,	
Cecilia Ramos		Teacher	R. Saplala ES	
For Mathematics				
Hazel De Leon		Teacher	Igpit ES	
Janet M. Villapaz		Teacher	Saplala ES	
Chloyd John Cabras		Teacher	San Miguel ES	
Secondary Schools District		Jessica Lucero	PSDS	SDO
		Gervacio Salinas	PSDS	SDO
		Alan Tizon	School Principal	DiCNHS - San Roque Ext.
		Julius Castanares	School Principal	Soong NHS
	Rizza Villaluna	School Principal	Igpit NHS	
	Raquel Cedeño, EdD	School Principal	Dawis NHS	
	Noba Rubion	School Principal	Kapatagan NHS	
	Jave Endar	School Principal	Palan Tagabawa-Bagobo NHS	
	Marvin Padillo	School Principal	Balabag NHS	
	Rotshen Casilac	School Principal	Aplaya Extension	
	King Devesfruto	School Principal	Goma NHS	



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	Juvic Sucayre	School Principal	Matti NHS
	Eugene Sayson	School Principal	Ruparan NHS
	Noba Rubion	School Principal	Kapatagan NHS
	Elizabetha Bueron	School Principal	DICNHS
District	Name	Position	School/Station
	Rachel Pogoy	School Principal	DICNHS
	Aimee Amor Porto	School Principal	SHS in Digos City
	For English:		
	Maria Basilia G. Flores	Teacher	DiCNHS
	Mary Joy D. Albalate	Teacher	DiCNHS
	Mari Mie C. Medina	Teacher	Kapatagan NHS
	Kathleen Margarette T. Coso	Teacher	Matti NHS
	Jinky F. Conat	Teacher	Dawis NHS
	For Mathematics:		
	Jernalyn L. Castro	Teacher	DiCNHS
	Gary M. Nugas	Teacher	DiCNHS
	Sheila G. Soriano	Teacher	Soong NHS
	Ricky Jay Bucar	Teacher	Ruparan NHS
	Denzel Aquino -	Teacher	Igpit NHS
	For Science:		
	Beth B. Dedace	Teacher	DiCNHS
	Floradel Dumadag	Teacher	DiCNHS
	Lowella Dumaguit	Teacher	Balabag NHS
	Loueis Marcyl R. Navales	Teacher	Goma NHS
	John Mark Yuarata	Teacher	PBTNHS



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MATRIX OF ACTIVITIES

Orientation of District Facilitators on NLC Implementation
May 2, 2024

Time	Activity	Facilitator/In-charge	Process Observers
7:30 - 8:00	Registration	CID Secretary	
8:00 - 8:30	Opening Program - Preliminaries - Message: SDS Melanie Estacio, PhD, CESO VI	Atty. Rodel Pagayon EPS, AralPan	
8:30 - 9:20	NLC Implementation	Dr. Beverly S. Daugdaug CID Chief	
9:20 - 11:10	- Walkthrough of the Lesson Format and Design - Class Program: Lessons for the Day		
(9:20-9:50)	- English	Dr. Tito M. Endrina EPS, English	
(9:50-10:10)	Health Break		
(10:10-10:40)	- Mathematics	Dr. Jem Boy B. Cabrella EPS, Mathematics NLC Focal	
(10:40-11:10)	- Science	Mrs. Luzminda B. Jasmin EPS, Science	
11:10 - 11:55	Simulation: Collaborative Expertise on Planning and Preparation <i>(Note: Using Gr. 7 NLC English Lesson 1 for Consolidation Camp - pls see attached Lesson Plan, Teacher Notes & Worksheets)</i>	Digos Oriental District Teachers	Digos South District Principals and PSDS
LUNCH BREAK			
1:00 - 1:45	Demonstration Teaching <i>(Note: Using Gr. 7 NLC English Lesson 1 for Consolidation Camp - pls see attached Lesson Plan, Teacher Notes & Worksheets)</i>	Secondary Schools Teachers	EPS & PSDS
1:45 - 2:30	Simulation: Collaborative Expertise on Review <i>(Note: Using Gr. 7 NLC English Lesson 1 for Consolidation Camp - pls see attached Lesson Plan, Teacher Notes, Worksheets)</i>	Digos Occidental District Teachers	Mt. Apo District Principals and PSDS
2:30 - 3:30	Critiquing for Improvement by Process Observers a) Collaborative Expertise on Planning and Preparation b) Demonstration Teaching c) Collaborative Expertise on Review	Dr. Jem Boy Cabrella EPS, Mathematics NLC Focal	
3:30-3:50	Health Break		
3:50 - 5:00	Open Forum Closing Program	Dr. Jem Boy Cabrella EPS, Mathematics NLC Focal	



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Enclosure No. 3: Learning Resource – Lesson Plan, Teacher Notes, Worksheets
(Consolidation Camp: English 7, Lesson 1) pls see next pages



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English Grade 7 Lesson Plan 1

Reading the Text – Narratives

Key Idea

Reading the Text – Narratives

Most Essential Learning Competencies

- Use appropriate reading strategies to meet one's purpose (e.g., Scanning, skimming, close reading, etc.) (EN7RC-IV-b-10)
- Determine the worth of ideas mentioned in the text listened to (EN7LC-IV-g-8.2)
- Cite evidence to support a general statement (EN7RC-IV-g-10.4)
- React to what is asserted or expressed in a text (EN7RC-IIIe-2.1.7)

Component 1: Short Review

Time: 7 minutes

- Teacher talk (in italics):

Over the past year we talked about different types of texts. We learned that they are called Narrative, Expository, Explanation, Recount or Persuasive texts.

[Teacher Notes: These text types are specified in the *K-12 Curriculum Guide English*, p. 162.

- Teacher displays Book Cover – see Appendix 1. Teacher asks, *What type of text is this book?* And elicits answer orally.

Answer: Narrative

Questions:

- Q1. One type of text is called a Narrative or a story. Write down one thing you know about narratives on your Worksheet.
- Q2. With a partner, discuss your answer and together write down 3 things you know about narratives on your Worksheet.
- Q3. There are many different categories of narratives – one of them is fantasy. Can you think of 3 more?

Suggested Answers:

Q1 and Q2.

- They are entertaining.
- They are fiction – they did not really happen.
- They may be set in the past, present or the future.
- They have characters who may be people but are sometimes animals who have human abilities – e.g., they talk and think.
- They tell what happens to the characters.
- They have a moral or a message or themes.
- They tell us how to behave properly.

Q3. Horror, science fiction, graphic novels-comics, romance fiction, fairy tales/folk tales/legends, crime, thrillers, adventure...

- Teacher elicits answers for Questions 1 and 2 from students orally before giving the class three minutes to write answers for Question 3.

[Teacher Notes: This lesson opening is designed to activate prior knowledge and will give you an indication of level of student understanding about text types and narratives in particular. The book cover

provides stimulus for student recall rather than relying purely on memory. Use scaffold questions to focus on beginning-middle-end stages/structure – some technical terms are covered later in the lesson.]

Component 2: Lesson Purpose of the lesson

Time: 3 minutes

- Teacher states the purpose/focus of the lesson is to help students with strategies for reading narratives that they may not have seen before by looking at one in detail.

In this lesson, we are going to read a short story and I am going to ask you about what has happened to the characters. The story has a lot to tell you about life. We are going to learn some strategies for reading narratives by looking at this story in detail.

[Teacher Notes: Emphasize that the lesson will help them know what to look out for or what are the important bits when they have to read narrative texts they've never read before.]

Component 3: Language Practice

Time: 5 minutes

- Before reading. *Teacher: This narrative is called The Hare and the Tortoise. It is a type of narrative called a fable. What is a fable?"*

- Writes answer on board. Students copy onto Worksheet.

Answer: A short story that tells a moral truth, often using animals as characters.

- *Here are some words we are going to meet from the text (Refer to Worksheet and read.)*

- hare (a large rabbit)
- tortoise (a land animal like a turtle)
- challenged (dared to enter a contest)
- finish line (the end point of a race)
- chagrin (annoyance or anger).

- *What do these words mean? (Discuss word meanings, look for context clues, write definitions on board and get students to copy on to Worksheet.)*

[Teacher note: You could include images from book to support word meaning.]

- *Let's practice these words. Say them and their meanings after me. Look at their spelling.*
- *Let's put them in a sentence. I'll do the first one.... "Hares look like rabbits but are bigger and are big pests for farmers."*

[Teacher note: Try to get students to write sentences that reveal the meaning of the words.]

- *Now with your partner, write a sentence for each of the other words in the list.*
- Teacher samples sentences to make sure the words are used according to their meanings.

[Teacher Note: Check on student knowledge of the vocabulary required to understand the text. If running short of time, either omit sentence writing or do it orally as a class.]

Component 4: Lesson Activity

Time: 25 minutes total

Component 4A Reading the Text

Time: 5 minutes

- Teacher displays Narrative, *The Hare and the Tortoise*. *Has anyone read or seen this story before?*

If so, teacher tells students to listen to the reading and see if this version is the same as the one they have heard.

- Teacher reads the text and tells class before reading to look out for the answer to the question: "Who won the race and how did he win it?"
- Students mark on their copy of the narrative where they got clues for their answers.
- Students write answer on the Worksheet (LC4A) giving reasons.

The Hare and the Tortoise

There was once a hare who was friends with a tortoise.

One day, he challenged the tortoise to a race.

Seeing how slow the tortoise was going, the hare thought he would win this easily. So, he took a nap while the tortoise kept on going.

When the hare woke up, he saw that the tortoise was already at the finish line.

Much to his chagrin, the tortoise won the race while the hare was busy sleeping.

[Adapted from *The Hare and the Tortoise* by Aesop (c. 620 BCE-564 BCE)].

Teacher Input: *We are going to look at the different parts of a Narrative. A narrative usually has 3 parts: a beginning, middle and end – but they are not always the same length.*

- *In the beginning we get the answers to the questions, "Who (characters), where and when (setting)."*
- *The middle part is where a problem occurs or something happens to disrupt or confuse the situation (a 'crisis') and leads to a sequence of events that lead to a 'climax', a big event – like the final battle scene in a war movie.*
- *The end is where the problem is solved, or the action comes to an end as when someone wins the final battle in a war movie – a resolution.*
- *We talked about how narratives start, what starts the action and how the action ends at the start of this lesson. Now you know what happens in each part.*

Component 4B Questions

Time: 10 minutes

- Teacher provides 3 questions on Worksheet and asks students to identify answers and to mark on the text where they got their answers from as teacher re-reads the text.

Questions:

Q1. Name the main characters.

Q2. What event and /or character sets the action going/ causes the problem?

Q3. Who won the race and how did he win it?

- Students individually write the answers to each question and their reasons for their answers on their Worksheets.

Sample answers:

Q1. The Hare and the Tortoise.

Q2. The Hare challenged the Tortoise to a race.

Q3. The Tortoise. The Hare was over-confident and took a nap in the middle of the race which allowed the Tortoise to get past him.

- Teacher leads discussion of answers with focus on matching each question to the relevant stage of a narrative (Q1 = Stage 1 Setting; Q2 = Stage 2 Crisis; Q3 = Resolution) and on evidence from text.

[Teacher Notes: Check on student understanding of the type of narrative this one is (fable – imaginary, simple events leading to a moral) before reading the narrative. Questions in this part involve only **literal comprehension**.] Link Questions to stages of a narrative and terms: ‘crisis’, ‘climax’ and resolution.

Component 4C Questions

Time: 10 minutes

- Teacher displays questions on Worksheet.
- Teacher: *Sometimes you will get questions which mean you have to find clues in a number of different places in the text. Sometimes you will have to work out how you feel or what you think about what has happened in the story. Sometimes you will have to ‘read between the lines’ or to work out what the author means when it is not obviously stated. The main thing here is to have a reason/justification for your answers – that is, something or things that are there in the text that has given you the clues you need for your answer.*

Questions:

Q4. What is the moral/lesson of the story?

Q5. “The Hare is the villain/bad character in the story” – do you agree? Give reasons.

Q6. Parent A said, “This story is silly – we don’t want our children growing up to be like the Tortoise – he’s too slow for the times we live in.” Do you agree? Give reasons.

- Students in pairs or singly write answers on their Worksheets.
- Teacher leads discussion of student responses with focus on evidence from text.

Suggested answers:

Q4. “Slow and steady wins the race.” “Don’t be overconfident.”

Q5. “The Hare is the villain because he gets overconfident. He only challenges the Tortoise because he thinks he can beat him easily.” “The Hare is more a fool than a villain. He gets humiliated through his own fault.” “The Hare is not a villain and the Tortoise is no hero – it is not that sort of story.”

Q6. Be prepared for a variety of answers here as below:

- “I agree. It is important to be able to do things quickly. You don’t get all the time you want to answer questions at school.”
- “I disagree. It’s important to make sure you get things right and that takes time, and you have to be careful.”
- “Neither character is a good role model for life in the 21st century in the Philippines. One is too slow and the other too careless.”

Teacher Notes:

- An alternative for Question 5 would be to give the students the 3 answers and ask which one they agree with – good for Differentiation. Same for Question 6 too.
- Another way of asking Question 6 is – “Who would you rather be – the Hare or the Tortoise – fast and good-looking or ugly and boring?” Give reasons.]

Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions:

Q1. The focus of the lesson was on learning about how narratives work. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Worksheet, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to the next lesson: In the next lesson we will look at another narrative to give you more practice with reading and interpreting them.

REMINDER: Collect student worksheets to review and analyze students' learning; focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

English Grade 7 Lesson 1 Worksheet

Reading the Text – Narratives

Component 1

Write your answers to the questions below.

1. Write down one thing you know about narratives.
2. With a partner, write down three things you know about narratives. a. b. c.
3. There are many different categories of narratives – one of them is fantasy. Can you think of three more? a. b. c.

Component 3

Write the meaning of each word in the table, then write a sentence using each word.

Word	Meaning	Use each word in a sentence
fable		
hare		
tortoise		
challenged		
finish line		
chagrin		

Component 4A Read the text.

***The Hare and the Tortoise*¹**

There was once a hare who was friends with a tortoise.

One day, he challenged the tortoise to a race.

Seeing how slow the tortoise was going, the hare thought he would win this easily. So, he took a nap while the tortoise kept on going.

When the hare woke up, he saw that the tortoise was already at the finish line.

Much to his chagrin, the tortoise won the race while the hare was busy sleeping.

Component 4B.

Write your answers to the questions in the space provided.

Q1. Name the main characters.

Evidence from text:

Q2. What event set the action going? What caused the problem?

Evidence from text:

Q3. In the story,

- a. who won the race?
- b. how did he win it?

Evidence from text:

Q4. What lesson (moral) can be drawn from the story?

The moral of *The Hare and the Tortoise* is:

Evidence from text:

¹ Adapted from *The Hare and the Tortoise* by Aesop (c. 620 BCE-564 BCE).

Q5. "The Hare is the villain/bad character in the story." Do you agree with this statement? Give reasons for your answer.

Evidence from text:

Q6. Parent A said, "This story is silly – we don't want our children growing up to be like the Tortoise – he's too slow for the times we live in." Do you agree? Give reasons for your answer.

Agree – Why?

Disagree – why?

Component 5

Think about your learning in this lesson. Write your responses to the questions below.

Q1. The focus of the lesson was on learning about how narratives work. How has it helped you to understand the narratives and how they work?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

English Notes for the Teacher

The notes below provide general guidance for teachers regarding each lesson component in the English lesson plans. The lesson plans also include brief notes for the teacher that are specific to each lesson.

Component 1: Short Review

Time: 7 minutes

The purpose of Component 1 is to provide a short review of related content that has been previously taught.

The teacher asks learners to answer 3-4 questions to activate their prior knowledge. The questions are designed to remind learners of content that has been covered before, to help them to recall past learning, or connect to past experiences; or simply to revisit some pre-requisite knowledge that is relevant to the lesson to come. Suggested answers are provided below each question in the lesson plans.

The teacher provides answers to questions and highlights key concepts. In the time available, the teacher addresses issues that may have arisen in student answers. Any issues not able to be addressed (because of time) should be noted at the end of the lesson for later review.

Component 2: Purpose of the lesson

Time: 3 minutes

The teacher briefly states the purpose/focus of the lesson. The description should attempt to: (i) promote student *engagement*; and (ii) offer students information that is meaningful/interpretable to most students.

Component 3: Lesson Language Practice

Time: 5 minutes

In this part of the lesson, students engage in deliberate practice of words or phrases that are important to learn in this lesson. Students need practice in word recognition, speaking and showing understanding. The teacher provides explicit instruction by modelling how to pronounce the words and ensuring that students understand what the words mean.

Students then practice the words in pairs or individually through one or two activities such as: saying them aloud, talking about their meanings, using them in a sentence, writing them down or spelling key words.

Component 4: Lesson Activity

Time: 25 minutes

The main lesson activity is divided into 3 parts. The purpose of Component 4A is to guide students in reading the text. The teacher should first read the text aloud to provide a model of a fluent reading with appropriate pacing, phrasing and expression. Students listen and follow along, and highlight or underline any words they don't know. Students then read the text together, in pairs or individually, identifying problematic or unfamiliar language. Over

time, the aim is for students to read fluently. Allow 5-10 minutes, depending on the length/complexity of the text.

Components 4B and 4C include a range of literal and inferential comprehension questions. There might be more than one question of each type to develop students higher order thinking. Students are instructed to use various strategies to engage with the text and to answer the questions. The questions are designed to develop applied and critical thinking to evaluate ideas and justify their answers.

The teacher displays the questions on the board and models how to identify key words in the questions by underlining them. E.g., *Let's look at each question carefully. What information do we need to answer the question?*

The teacher models and scaffolds the process of locating and highlighting relevant information for answering the first question. E.g., *Where can we find the answer? Is it here in the words? Is it hidden in the text? Is it in your head?*

Students demonstrate their understanding in a range of answer formats, such as written answers (words, phrases, sentences or short paragraphs), completing tables or diagrams on the Student Worksheet, and oral answers in class discussion. Allow 7-10 minutes for each set of questions.

Component 5 Lesson Conclusion

Time: 5 minutes

The lesson conclusion provides an opportunity for students to reflect on their own learning. The teacher initiates by asking students to identify which questions they found the easiest and hardest, and the reasons why.

Alternatively, students could be asked to recall what were the key concepts and what they learned; or respond to more open questions such as:

- What was one or two things you really enjoyed about the lesson?
- What is something you would like to learn more about in this topic?

Appendix A

Grade 7 Curriculum References and Learning Competencies

English Grade 7 Week 1 Lesson 1

Curriculum: *K to 12 Curriculum Guide English (Grade 1 to Grade 10) August 2016*

Grade-Quarter: Grade 7 – Quarters 1-4

Content Section: Literature, Reading Comprehension, Viewing Comprehension, Vocabulary Development, Writing and Composition, Listening Comprehension

Learning Competencies:

Reading Comprehension

- EN7RC-I-c-7.1: Read intensively to find answers to specific questions
- EN7RC-III-g-9: Identify the author's intentions for writing
- EN7RC-IV-a-3.2: Classify text types (narrative, expository, explanation, recount, persuasive)

Listening Comprehension

- EN7LC-II-c- 2.1/3.1: Note specific details/elements of the text listened to
- EN7LC-II-g- 2.8.3: Infer the purpose of the text listened to

Viewing Comprehension

- EN7VC-I-d-6 identify genre, purpose of text (MELC)
- EN7VC-IV-f-16 Express one's beliefs/convictions based on a material viewed (MELC)

Vocabulary Development

- EN7V-II-a- 10.1.1: Classify sample texts into literal or figurative

Writing and Composition

- EN7WC-III-a- 2.2.12: Identify features of narrative writing

Literature

- EN7LT-I-a-2.1: Identify the distinguishing features of proverbs, myths, and legends
- EN7LT-I-f-2.2.3: Determine the tone, mood, technique, and purpose of the author
- EN7LT-III-b-5: Discover literature as a tool to assert one's unique identity and to better understand other people (MELC)

Content Standard

The learner demonstrates understanding of:

- strategies in listening to and viewing of informative and short narrative texts

Performance Standard

The learner transfers learning by:

- comprehending texts using appropriate reading styles
- comprehending informative and short narrative texts using schema and appropriate listening and viewing strategies
- expressing ideas, opinions, and feelings through various formats

Most Essential Learning Competencies

- Use appropriate reading strategies to meet one's purpose (e.g., Scanning, skimming, close reading, etc.) (EN7RC-IV-b-10)
- Determine the worth of ideas mentioned in the text listened to (EN7LC-IV-g-8.2)
- Cite evidence to support a general statement (EN7RC-IV-g-10.4)
- React to what is asserted or expressed in a text (EN7RC-III-e-2.1.7)