Republic of the Philippines

**DEPARTMENT OF EDUCATION**

Caraga Administrative Region

**SCHOOLS DIVISION OF SURIGAO CITY**

Surigao City District 6

**BERNARDO VASQUEZ MEMORIAL CENTRAL ELEMENTARY SCHOOL**

Brgy. Rizal, Surigao City

School ID: 132289

**LDM 2**

**Learning Delivery**

**Modalities for Teachers**

**OUTPUTS**

**Dawn Andrew N. Rivero**

BERNARDO VASQUEZ MEMORIAL CENTRAL E/S

TEACHER -1

LDM2-MODULE 2

**LAC Presentation on unpacking of sample MELC on Araling Panlipunan**

|  |  |
| --- | --- |
| **MELC** | **k-12 Curriculem Guide /Unpacking Learning Competency** |
| Natatalakay ang konsepto ng bansa  (AP4AAB-Ia-1) | 1. Natatalakay ang konsepto ng bansa  1.1 Nakapagbibigay ng halimbawa ng bansa  1.2 Naiisa-isa ang mga katangian ng bansa |

Prepared By:

**Dawn Andrew N. Rivero**

**LIST OF TARGETED LEARNER INTERVENTION**

|  |  |
| --- | --- |
| LEARNER GROUP | TARGETED INTERVENTION |
| Learners without parents or household member who can  guide and support their learning at home. | Make a weekly supervisory plan for them and check their module and activity sheets. Organize, if possible, a learning support system in the area that can be composed of volunteers to provide assistance to these learners. |
| Beginning readers (K to 3) | Provide additional reading materials in developing their reading skills. Attach monitoring sheets that parents/guardians may check. Constant communication with the parents/guardians should be implemented. |
| Struggling readers (Grades 4-12) | Provide remedial reading materials. Attach monitoring sheets that parents/guardians may check. Constant communication with the parents/guardians should be implemented. Organize, if possible, a learning support system in the area that can be composed of volunteers to provide assistance to these learners. |
| No access to devices and Internet | Provide self-learning modules and other additional learning materials. |
| Inaccessible (living in remote and/or unsafe areas) | Coordinate with their barangay officials to assist the teachers in delivering the self-learning modules and other additional learning materials. |
| Indigenous People | Provide self-learning modules and other additional learning materials that are cultured friendly. |
| Persons with Disabilities | Assess the particular needs of these learners and provide them with the materials that would suffice it. |
| Other? Specify. |  |

**LEARNING TASK FOR DISTANCE LEARNING**

|  |
| --- |
| **Before the Lesson** |
| 1.  Review previous lesson  2.  Clarify concepts from previous lesson  3.  Present warm-up activities to establish interest in new lesson  4.  Check learner’s prior knowledge about the new lesson  5.  Present connection between old and new lesson and establish purpose for new lesson  6.  State lesson objectives as guide for learners |
| **Lesson Proper** |
| 1.  Explain, model, demonstrate, and illustrate the concepts, ideas, skills, or processes that students will eventually internalize  2.  Help learners understand and master new information  3.  Provide learners with feedback  4.  Check for learners’understanding |
| After the Lesson |
| 1.  Wrap up activities  2.  Emphasize key information and concepts discussed  3.  Ask learners to recall key activities and concepts discussed  4.  Reinforce what teacher has taught  5.  Assess whether lesson has been mastered  6.  Transfer ideas and concepts to new situations |

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| --- | --- | --- | --- |
| Lesson/Topic: | Natutukoy ang mga hangganan at lawak ng teritoryo ng Pilipinas gamit ang mapa | | |
| Learning Objectives: | | Natutukoy ang relatibong lokasyon ( relative location ) ng Pilipinas batay sa mga nakapaligid dito gamit ang pangunahin at pangalawang direksyon | |
| Learning Resources/Materials Needed: | | | SLM |

|  |  |  |
| --- | --- | --- |
| Part of Lesson/ Learning Tasks | Check if already present in the SLM | Additional Remarks  (ex. can be done via voice calls, can be facilitated by a household partners, can be done via a learning activity sheet, can be presented via an internet-based resources ,can be facilitated during a synchronous learning session, etc.) |
| Before the Lesson |  |  |
| 1. Review previous lesson 2. Clarify concepts from previous lesson 3. Present warm-up activities to establish   interest in new lesson   1. Check learner’s prior knowledge about the new lesson 2. Present connection between old and new lesson and establish purpose for new lesson 3. State lesson objectives as guide for learners |  |  |
| Lesson Proper |  |  |
| 1. Explain, model, demonstrate, and illustrate the concepts, ideas, skills, or processes that students will eventually internalize 2. Help learners understand and master new information 3. Provide learners with feedback 4. Check for learners’ understanding |  |  |
| After the Lesson |  |  |
| 1. Wrap up activities 2. Emphasize key information and concepts discussed 3. Ask learners to recall key activities and concepts discussed 4. Reinforce what teacher has taught 5. Assess whether lesson has been mastered 6. Transfer ideas and concepts |  |  |

**Assessment Methods in DL**

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| --- | --- |
| Assessment  Method | Assessment Method in DL |
| 1.Written Work | You can create a quiz, exam or assignment using the different online platforms such as google classroom, Edmodo, schoology and the like. Students can also do written work assessment by answering printed modules provided by the teacher. |
| 2.Games | This kind of assessment can only be applicable for online teaching. Teacher can assess students’ learning through online games such as kahoot. |
| 3.Projects | Students can still do projects even without a face-to-face learning sessions. Teachers can deliver instructions through online or in print and students take photos of their outputs and send them to their teacher. |
| 4.Visual or audio recording of oral presentations and demonstrations | With the advent of technology nowadays, students can do oral presentations and demonstrations via visual and audio recording. This may include recordings of subsequent performances to document improvements. Teachers use a rubric to evaluate students’ performance. |
| 5.Portfolio of student work | Students compile their work or outputs in a portfolio. We have an electronic portfolio which enables students to record, assess, evaluate and reflect on their work or outputs. |

**SAMPLE WEEKLY HOME LEARNING PLANS**

**Weekly Home Learning Plan for Grade 4**

**Week 1, Quarter 1, October 5-9, 2020**

| **Day & Time** | **Learning Area** | **Learning Competency** | **Learning Tasks** | **Mode of Delivery** |
| --- | --- | --- | --- | --- |
| 8:00 - 9:00 | Wake up, make up your bed, eat breakfast, and get ready for an awesome day! | | | |
| 9:00 - 9:30 | Have a short exercise/meditation/bonding with family. | | | |
| Monday | | | | |
| 9:30 - 11:30 | **Araling Panlipunan** | Natutukoy ang mga hangganan at lawak ng teritoryo ng Pilipinas gamit ang mapa | Araling Panlipunan Module 1, Lesson 1  Quarter I, Week 1 | Personal submission by the parent to the teacher in school |
| 1:00 - 3:00 | **Edukasyon sa Pagpapakatao** |  | EsP Module 1, Lesson 1 and Lesson 2  Quarter I, Week 1 | Personal submission by the parent to the teacher in school |
| Tuesday | | | | |
| 9:30 - 11:30 | **Filipino** |  | Filipino Module 1, Lesson 1  Quarter I, Week 1 | Personal submission by the parent to the teacher in school |
| 1:00 - 3:00 | **English** |  | English Module 1, Lesson 1  Quarter I, Week 1 | Personal submission by the parent to the teacher in school |
| Wednesday | | | | |
| 9:30 - 11:30 | **Mathematics** |  | Mathematics Module 1, Lesson 1 and Lesson 2  Quarter I, Week 1 | Personal submission by the parent to the teacher in school |
| 1:00 - 3:00 | **Science** |  | Science Module 1, Lesson 1  Quarter I, Week 1 | Personal submission by the parent to the teacher in school |
| Thursday | | | | |
| 9:30 - 11:30 | **TLE** |  | TLE Module 1, Lesson 1  Quarter I, Week 1 | Personal submission by the parent to the teacher in school |
| 1:00 - 3:00 | **MAPEH (one component per week)** |  | Music Module 1, Lesson 1  Quarter I, Week 1 | Personal submission by the parent to the teacher in school |
| Friday | | | | |
| 9:30 - 11:30 | Revisit all modules and check if all required tasks are done. | | | |
| 1:00 - 4:00 | Parents/Learners meet to return all modules and answer sheets for the week and get new modules to be used for the following week. | | | |
| 4:00 onwards | Family Time | | | |

**INDIVIDUAL LEARNING MONITORING PLAN**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner’s Name: Nimrod Whirln R. Abis** | | | | | | |
| **Grade Level: I** | | | | | | |
| Learning Area | Learner’s Need | Intervention  Strategies  Provided | Monitoring Date | Learner’s Status | | |
|  |  |  |  | Insignificant  Progress | Significant  Progress | Mastery |
| English | Slow Reader | Drill | Dec.8, ‘20  to Jan.8,’21 |  | / |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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**RAPID ASSESSMENT OF LEARNING RESOURCES**

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| --- | --- | --- | --- |
| **Is the LR Material...** | **YES** | **NO** | **Cannot be determined** |
| 1.Connected and relevant to the MELCs? |  |  |  |
| 2.Appropriate to the grade level and learner characteristics in terms of language, activities? |  |  |  |
| 3.easy to reproduce and/or disseminate? |  |  |  |
| 4.from a credible source/author? |  |  |  |
| 5.culture- and gender-fair? |  |  |  |
| 6.free from red flags on possible copyright and plagiarism issues? |  |  |  |
| 7. the layout and format easy to read and pleasing to the eyes? |  |  |  |

**REFLECTION**

I learned that in checking learning materials it should be relevant and fit to the most essential learning. It should be appropriate to the grade level and learner characteristics in terms of language and activities. Identifying the learning materials should be culture and gender fair and free from red flags on possible copyright and plagiarism issues which is a must and a necessary thing in order to take the learning process in place. Learning this rapid tool assessment is very rewarding since it gives me the criteria in identifying all resources across subject matter. Some aspects in the materials may require revision for the benefit of the learner. The learning materials should cater the needs and interest of the learner in the utmost importance. Differentiated activities are to be administered in order to cater all types of learner.

**INDIVIDUAL DEVELOPMENT PLAN**

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| --- | --- | --- | --- | --- | --- |
| **Strengths** | **Developmental Needs** | **Action Plan**  **(Recommended Developmental Intervention)** | | **Timeline** | **Resources Needed** |
| **Learning Objectives of the PD Program** | **Intervention** |
| Applied Knowledge of content within and across curriculum teaching areas | DLLs with instructional materials highlighting mastery of content and its integration in other subject areas | Applied Knowledge of content within and across curriculum teaching areas | Attend webinars that enhance teaching skills and classroom management | October 2020- April 2021 | Registration chargeable to MOOE for training resources needed, and personal funds |
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Prepared by:

**Dawn Andrew N. Rivero**

Teacher I