



DEPARTMENT OF EDUCATION  
Region X-Northern Mindanao  
DIVISION OF MALAYBALAY CITY

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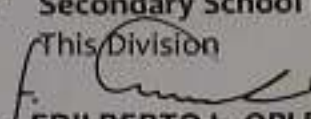


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MEMORANDUM

1076-06-279  
DIVISION OF MALAYBALAY CITY  
RELEASED  
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By: [Signature]

TO : Secondary School Heads  
This Division


FROM :   
EDILBERTO L. OPLENARIA, CESO VI  
OIC – Schools Division Superintendent

DATE : June 16, 2016

SUBJECT : CLASS ACTIVITIES FOR THE FIRST THREE WEEKS OF THE SENIOR  
HIGH SCHOOL AND ORIENTATION

1. For the information and guidance of all concerned, enclosed are the templates of the Class Activities, Orientation of Students and Parents of the Senior High School.
2. Teachers may adapt or modify this activities to suit the needs of their classes.
3. For compliance.

**THEME: Who am I as a Senior High School learner?**

 <b>GRADES 1 to 12 DAILY LESSON LOG</b>	<b>School</b>	All Senior High Schools (SHSs)	<b>Grade Level</b>	11
	<b>Teacher</b>		<b>Learning Area</b>	May be used in any learning area
	<b>Teaching Dates and Time</b>	Week 1 Sessions 1-4	<b>Quarter</b>	1st

	Session 1	Session 2	Session 3	Session 4
<b>I. OBJECTIVES</b>	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.			
<b>A. Content Standards</b>				
<b>B. Performance Standards</b>				
<b>C. Learning Competencies / Objectives</b> Write the LC code for each	At the end of the session, learners are expected to: 1. respond to questions about themselves and their expectations for Senior High School 2. work with a group by sharing one's responses to given questions; 3. collaborate with a group to present group output.	At the end of the session, learners are expected to: 1. identify one's strengths and weaknesses; and 2. illustrate/show responses through various creative means.	At the end of the session, learners are expected to: 1. present creative output based on one's strengths and weaknesses; and 2. appreciate that class members have strengths and weaknesses.	At the end of the session, learners are expected to: 1. express how they feel about their subjects and teachers; 2. brainstorm how their class can be happy given their similarities and differences; and 3. contribute to class rules, regulations, norms, and agreements.
<b>II. CONTENT</b>	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.			
	<b>I am a Senior High School Learner</b>	<b>My Strengths and Weaknesses</b>	<b>Unity in Diversity</b>	<b>Me, My Teacher and My Class</b>
<b>III. LEARNING RESOURCES</b>	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.			
<b>A. References</b>				
1. Teacher's Guide pages				
2. Learner's Materials pages				
3. Textbook pages				
4. Additional Materials from Learning Resource (LR) portal				
<b>B. Other Learning Resources</b>		<a href="http://www.tecweb.org/styles/gardner.html">http://www.tecweb.org/styles/gardner.html</a> Howard Gaardner's Theory of Multiple Intelligences		
<b>IV. PROCEDURES</b>	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.			
<b>A. Reviewing previous lesson or presenting the new lesson</b>	(2 mins) Teacher welcomes the class and introduces himself/herself (specialization, background, credentials).	(5 mins) Teacher reviews the questions asked and class responses from Session 1.	(5 mins) Teacher reviews activities from the last session. Teacher explains that this session will be for presentation of output.	(5 mins) Class reviews presentations from the last session. Class discusses what they have learned from the presentations.
<b>B. Establishing a purpose for the lesson</b>	(5 mins) 1. From the list below, teacher chooses one to two questions for the class to answer. Subject teachers coordinate with each other so that there will be no/minimal duplication of questions used in class. a. What object best represents you? b. What excites you about SHS?	( 10 mins) 1. Teacher presents the different Intelligences and gives a brief explanation for each: a. Verbal-Linguistic b. Logical-Mathematical c. Interpersonal	(50 mins) Below are options that classes may use for presenting class output: 1. Gallery walk 2. Individual/group presentations Presentations may vary per subject.	(25 mins) 1. Teacher says: " I had the chance to know each one of you in the past days. Now, I want to know your expectation from me since we will be together in this semester."

**THEME: Who am I as a Senior High School learner?**

	Session 1	Session 2	Session 3	Session 4
	<p>c. What makes you nervous about SHS?</p> <p>d. What age will you be 10 years from now?</p> <ol style="list-style-type: none"> <li>How would you like to look like?</li> <li>What would you like to be doing?</li> <li>Where would you like to be working?</li> </ol> <p>e. What do you know about Senior High School?</p> <ol style="list-style-type: none"> <li>How is it different from Junior High School?</li> <li>How do you think Senior High School can help you achieve your goals and ambitions?</li> </ol> <p>f. What are your top three positive personal qualities/traits?</p> <p>g. What are two not-so-positive characteristics that you have?</p> <p>h. What are three correct, good, or wise choices that you made in JHS? What were the effects of these actions?</p> <p>2. Teacher asks learners to bring out a piece of paper and be ready with a pen or pencil.</p> <p>3. Teacher says : "Let's get to know a little bit about each other today."</p>	<p>d. Intrapersonal</p> <p>e. Visual-Spatial</p> <p>f. Bodily-Kinesthetic</p> <p>g. Musical-Rhythmic-Harmonic</p> <p>h. Naturalistic</p> <p>i. Existential</p> <p>2. Teacher says: Based on what you feel are your top two intelligence/s, think of how you can illustrate/show your response to the question yesterday. Learners may choose from the following options. They may choose more than one.</p> <ol style="list-style-type: none"> <li>An object to represent yourself</li> <li>Collage</li> <li>Drawing</li> <li>Song/Rap</li> <li>Dance/Movement</li> <li>Poem/Acrostic</li> <li>Script/Story</li> <li>Comic Strip</li> </ol> <p>(40 mins)</p> <p>3. Learners are given time to prepare and work on their output.</p>	<p>For example, those that have prepared dance/song presentations may present during their Humanities subjects.</p> <p>Teachers will coordinate accordingly so that each learner has a chance to present for the day.</p>	<p>2. Learners bring out a of sheet of paper and ballpen.</p> <p>3. Teacher says: "I need you to complete the following sentences."</p> <ol style="list-style-type: none"> <li>I like (name of subject) because _____.</li> <li>I don't like (name of subject) because _____.</li> <li>I like it when the teacher _____.</li> <li>I don't like it when the teacher _____.</li> </ol> <p>4. Teacher collects the sheets of paper, reads the answers, and reflects with the class.</p>
<p><b>C. Presenting examples/ instances of the new lesson</b></p>	<p>Teacher provides the sentence structure to follow based on the chosen question. For example, for question a:</p> <p>"Hello, my name is _____. The object that best represents me is a/an _____ because _____."</p> <p>For questions b and c:</p> <p>"Hello, my name is _____. I am from _____. I am excited for _____. I am nervous about _____."</p> <p>Teacher models how to respond using the suggested sentence structure.</p>			<p>(15 mins)</p> <ol style="list-style-type: none"> <li>Teacher draws a semantic web/word map on the board. The word inside the middle circle is <u>HAPPY CLASS</u>.</li> <li>The class brainstorm for different ways that a classroom can be happy and interesting.</li> <li>Teacher writes the responses on the board (semantic web/word map).</li> </ol>
<p><b>D. Discussing new concepts and practicing new skills #1</b></p>	<p>(30 mins)</p> <ol style="list-style-type: none"> <li>Learners are asked to think of their responses and write them down.</li> <li>After they have written their responses, the teacher will ask them to group themselves into at most five members. Groups assign a leader and documenter.</li> <li>Group members share their responses.</li> </ol>			<p>(15 mins)</p> <p>Teacher and learners make an agreement on which activities, practices, routines, strategies will be adopted by both to make the class a happy class.</p>

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	Session 1	Session 2	Session 3	Session 4
	4. Groups then share their responses to the class.			
<b>E. Discussing new concepts and practicing new skills #2</b>				
<b>F. Developing mastery</b> (Leads to Formative Assessment 3)				
<b>G. Finding practical applications of concepts and skills in daily living</b>				
<b>H. Making generalizations and abstractions about the lesson</b>	<p>(15 minutes) After the sharing session, the class can reflect on the answers of the group. The teacher can ask the following questions:</p> <ol style="list-style-type: none"> <li>Who has similar responses?</li> <li>In what ways are they similar?</li> <li>How can our differences bring about positive effect/s for the learners, class and school?</li> <li>What can students do to make sure Senior High School be a positive experience?</li> <li>What can teachers do to make this happen?</li> <li>What can the school do to make this happen?</li> </ol> <p>(8 mins)</p> <ol style="list-style-type: none"> <li>Teacher provides a proper ending by emphasizing that SHS is a new beginning and a proper venue to start anew as an individual, learner, and as a class, that their similarities and differences will help the class achieve their goals.</li> <li>Teacher can cite examples on how this can happen.</li> </ol>	<p>(5 mins) Teacher closes the session by how people will have different strengths and weaknesses.</p> <p>Teacher asks learners to pack away.</p>	<p>(5 mins) Teacher summarizes how a class is made up of learners with different strengths and weaknesses. Teacher then emphasizes that there can be unity despite diversity.</p>	<p>Teacher and students write the agreement on a cartolina/manila paper and should be posted inside the classroom for everyone to see during the semester.</p> <p>Each subject may contribute to the agreements. These should be collated for each class.</p>
<b>I. Evaluating learning</b>				
<b>J. Additional activities for application or remediation</b>	Agreement: Bring old or used magazines, newspapers, catalogues, brochures, leaflets, etc; art materials, i.e. scissors, glue, crayons, color pencils, markers, bond paper, etc.			
<b>V. REMARKS</b>				
<b>VI. REFLECTION</b>	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.			
A. No. of learners who earned 80% on the formative assessment				
B. No. of learners who require additional activities for remediation.				
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.				
D. No. of learners who continue to require				

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	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>
remediation				
E. Which of my teaching strategies worked well? Why did these work?				
F. What difficulties did I encounter which my principal or supervisor can help me solve?				
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?				

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**THEME: What study skills do I need to succeed in Senior High School (SHS)?**

 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	<b>School</b>	All Senior High Schools (SHSs)	<b>Grade Level</b>	11
	<b>Teacher</b>		<b>Learning Area</b>	May be used in any learning area
	<b>Teaching Dates and Time</b>	Week 2 Sessions 1-4 (with optional Session 5)	<b>Quarter</b>	1st

	Session 1	Session 2	Session 3	Session 4	Session 5 (optional)
<b>I. OBJECTIVES</b>	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.				
<b>A. Content Standards</b>	<ol style="list-style-type: none"> <li>The learner understands the importance of developing study or academic skills to succeed in Senior High School (SHS)</li> <li>The learner demonstrates understanding of different note-taking methods</li> <li>The learner understands the importance of time-management in studying</li> </ol>	<ol style="list-style-type: none"> <li>The learner demonstrates understanding of critical reading strategies</li> <li>The learner recognizes the importance of critical reading in academic success</li> </ol>	<ol style="list-style-type: none"> <li>The learner demonstrates understanding of critical reading strategies</li> <li>The learner recognizes the importance of critical reading in academic success</li> </ol>	<ol style="list-style-type: none"> <li>The learner understands the importance of academic integrity and intellectual honesty</li> <li>The learner demonstrates respect for another individual's work in academic writing</li> </ol>	<ol style="list-style-type: none"> <li>The learner understands the importance of preparing for a test</li> <li>The learner demonstrates understanding of different strategies to improve memory</li> </ol>
<b>B. Performance Standards</b>	<ol style="list-style-type: none"> <li>The learner applies note-taking methods</li> <li>The learner produces a sample weekly study schedule</li> </ol>	The learner applies critical reading strategies	The learner applies critical reading strategies using SQ3R	The learner applies academic writing skills using strategies such as quoting, summarizing, and paraphrasing	The learner applies memory strategies using acrostics and acronyms
<b>C. Learning Competencies / Objectives</b> Write the LC code for each	<ol style="list-style-type: none"> <li>Identify the steps of the Cornell Note-taking Method</li> <li>Identify the Five (5) Rs of Note Taking</li> <li>Create a weekly study schedule</li> </ol>	<ol style="list-style-type: none"> <li>Define critical reading</li> <li>Identify and describe different critical reading strategies</li> </ol>	<ol style="list-style-type: none"> <li>Identify the different parts of the SQ3R</li> <li>Read a selection using SQ3R</li> </ol>	<ol style="list-style-type: none"> <li>Distinguish between original work and plagiarized text</li> <li>Quote, paraphrase, and/or summarize an original text</li> </ol>	Create acrostics and acronyms for frequently used formulae, terminologies, and concepts
<b>II. CONTENT</b>	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.				
	Study Skills: Overview of Study Skills Note taking and time management	Study Skills: Critical Reading	Study Skills: Critical Reading	Study Skills: Avoiding Plagiarism in Academic Writing	Study Skills: Improving Memory and Test-taking Skills
<b>III. LEARNING RESOURCES</b>					
<b>A. References</b>					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
<b>B. Other Learning Resources</b>	<ol style="list-style-type: none"> <li><a href="https://www.stephencovey.com/7habits/7habits.php">https://www.stephencovey.com/7habits/7habits.php</a></li> <li><a href="http://www.studyskills.soton.ac.uk/studytips/why_here.htm">http://www.studyskills.soton.ac.uk/studytips/why_here.htm</a></li> <li><a href="https://www.bcps.org/offices/lis/researchc">https://www.bcps.org/offices/lis/researchc</a></li> </ol>	<ol style="list-style-type: none"> <li><a href="http://www.criticalreading.com/critical_reading.htm">http://www.criticalreading.com/critical_reading.htm</a></li> <li><a href="http://www.uefap.com/reading/readfram.htm">http://www.uefap.com/reading/readfram.htm</a></li> <li><a href="http://writing.colostate.edu/guid">http://writing.colostate.edu/guid</a></li> </ol>	<ol style="list-style-type: none"> <li><a href="http://www.criticalreading.com/critical_reading.htm">http://www.criticalreading.com/critical_reading.htm</a></li> <li><a href="http://www.uefap.com/reading/readfram.htm">http://www.uefap.com/reading/readfram.htm</a></li> <li><a href="http://writing.colostate.edu/guid">http://writing.colostate.edu/guid</a></li> </ol>	<ol style="list-style-type: none"> <li><a href="http://www.blinn.edu/brazos/parallelstud/development/Annotationsummary.pdf">http://www.blinn.edu/brazos/parallelstud/development/Annotationsummary.pdf</a></li> <li><a href="http://writing.wisc.edu/Handbook/QPA_paraphrase2.html">http://writing.wisc.edu/Handbook/QPA_paraphrase2.html</a></li> </ol>	<ol style="list-style-type: none"> <li><a href="http://www.coedu.usf.edu/zalaquett/Help_Screens/study_skillsMHS.htm">http://www.coedu.usf.edu/zalaquett/Help_Screens/study_skillsMHS.htm</a></li> <li><a href="http://www.jmu.edu/valleyscholars/files/improvemyhighschoolstu">http://www.jmu.edu/valleyscholars/files/improvemyhighschoolstu</a></li> </ol>

**THEME: What study skills do I need to succeed in Senior High School (SHS)?**

	Session 1	Session 2	Session 3	Session 4	Session 5 (optional)
	<p>course/images/Lesson%20Plan%20for%20Note%20Taking1.pdf</p> <p>4. <a href="http://www.cls.utk.edu/pdf/ls/Week2_Lesson14.pdf">http://www.cls.utk.edu/pdf/ls/Week2_Lesson14.pdf</a></p> <p>5. <a href="https://www2.usgs.gov/humancapital/documents/TimeManagementGrid.pdf">https://www2.usgs.gov/humancapital/documents/TimeManagementGrid.pdf</a></p> <p>6. <a href="http://successcenter.tamu.edu/getattachment/Student-Resources/Handouts/Lecture-Note-Taking.pdf.aspx">http://successcenter.tamu.edu/getattachment/Student-Resources/Handouts/Lecture-Note-Taking.pdf.aspx</a></p> <p>7. <a href="http://www.admin.cam.ac.uk/univ/plagiarism/students/skills/notes.html">http://www.admin.cam.ac.uk/univ/plagiarism/students/skills/notes.html</a></p> <p>8. <a href="http://www.educationcorner.com/cornell-note-taking-system.html">http://www.educationcorner.com/cornell-note-taking-system.html</a></p> <p>9. <a href="http://www.educationcorner.com/habits-of-successful-students.html">http://www.educationcorner.com/habits-of-successful-students.html</a></p>	<p>es/guide.cfm?guideid=31</p> <p>4. <a href="https://www.csuohio.edu/writing-center/critical-reading-what-critical-reading-and-why-do-i-need-do-it">https://www.csuohio.edu/writing-center/critical-reading-what-critical-reading-and-why-do-i-need-do-it</a></p> <p>5. <a href="http://www.skillsyouneed.com/learn/critical-reading.html">http://www.skillsyouneed.com/learn/critical-reading.html</a></p> <p>6. <a href="http://www.educationcorner.com/sq3r-textbook-strategy.html">http://www.educationcorner.com/sq3r-textbook-strategy.html</a></p>	<p>es/guide.cfm?guideid=31</p> <p>4. <a href="https://www.csuohio.edu/writing-center/critical-reading-what-critical-reading-and-why-do-i-need-do-it">https://www.csuohio.edu/writing-center/critical-reading-what-critical-reading-and-why-do-i-need-do-it</a></p> <p>5. <a href="http://www.skillsyouneed.com/learn/critical-reading.html">http://www.skillsyouneed.com/learn/critical-reading.html</a></p> <p>6. <a href="http://www.educationcorner.com/sq3r-textbook-strategy.html">http://www.educationcorner.com/sq3r-textbook-strategy.html</a></p>	<p>3. <a href="http://writing.wisc.edu/Handbook/AnnBib_content.html">http://writing.wisc.edu/Handbook/AnnBib_content.html</a></p> <p>4. <a href="https://www.mesacc.edu/~paoh30491/ArgumentsQuoteSummarizeParaphr.html">https://www.mesacc.edu/~paoh30491/ArgumentsQuoteSummarizeParaphr.html</a></p> <p>3. <a href="http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf">http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf</a></p> <p>4. <a href="https://www.princeton.edu/pr/pub/integrity/pages/plagiarism/">https://www.princeton.edu/pr/pub/integrity/pages/plagiarism/</a></p> <p>5. <a href="https://www.indiana.edu/~istd/examples.html">https://www.indiana.edu/~istd/examples.html</a></p> <p>6. <a href="http://www.ucalgary.ca/pubs/calendar/current/k-1.html">http://www.ucalgary.ca/pubs/calendar/current/k-1.html</a></p> <p>7. <a href="https://www.indiana.edu/~plag/practice.html">https://www.indiana.edu/~plag/practice.html</a></p> <p>8. <a href="http://www.stevendkrause.com/tprw/Chapter%203.pdf">http://www.stevendkrause.com/tprw/Chapter%203.pdf</a></p>	<p>dyskills.pdf</p> <p>3. <a href="http://www.educationcorner.com/test-anxiety.html">http://www.educationcorner.com/test-anxiety.html</a></p> <p>4. <a href="http://www.lynchburg.edu/academics/tutoring-academic-support/top-10-study-skills/">http://www.lynchburg.edu/academics/tutoring-academic-support/top-10-study-skills/</a></p>
<b>IV. PROCEDURES</b>					
<b>A. Reviewing previous lesson or presenting the new lesson</b>	<p>Present the Seven (7) Habits of Highly Effective People by Stephen Covey. (5 minutes)</p>	<p>Say/Ask: Yesterday, we learned how to organize our tasks and notes. Do you think that we can also organize the way we read? Do you have a specific way or strategy in reading a text? If yes, what strategies do you use? (4 minutes)</p>	<p>Say/Ask: Yesterday, we learned about different ways to read more critically. What were the 6 strategies we discussed yesterday? (5 minutes)</p>	<ol style="list-style-type: none"> <li>1. Present two very brief texts (original text and plagiarized text)</li> <li>2. Say: Can you read the texts using SQ3R?</li> <li>3. Wait for the learners to realize that there is something wrong. Once a learner points out the similarity, cut the activity. Use prompts (i.e., Do you notice something wrong with the two texts?) if the activity goes beyond 5 minutes. (5 minutes)</li> </ol>	<ol style="list-style-type: none"> <li>1. Present a quote with proper citation. Ask the learners to memorize the quote. Remove the quote posted, and ask the learners to recite the quote.</li> <li>2. Ask: Who among you had difficulty in remembering the quote word for word? (2 minutes)</li> </ol>
<b>B. Establishing a purpose for the lesson</b>	<ol style="list-style-type: none"> <li>1. After a brief discussion of the 7 Habits, return to Habit 2: "Begin with the end in mind."</li> <li>2. Ask: What does this statement mean? Why do you think are you in Senior High School (SHS)? What will you do after SHS? (5 minutes)</li> </ol>	<p>Say: Today, we will learn how to improve our understanding of a reading material through critical reading. Take down notes using the CNTM. (1 minute)</p>	<p>Say: Today we will learn about another reading strategy that some of you may be familiar with already: SQ3R. What do you think these letters stand for? (5 minutes)</p>	<p>Ask: What is intellectual honesty? Why is it important to acknowledge the work of other individuals in your work? In what ways can we ensure intellectual honesty in our written work? (5 minutes)</p>	<p>Ask: In what ways do you prepare for a test? Do you use materials other than your notes and textbooks? What do you think can help you study and improve your memory for a test? (2 minutes)</p>
<b>C. Presenting examples/ instances of the new lesson</b>	<ol style="list-style-type: none"> <li>1. Before discussion, remind the class to take down notes.</li> <li>2. Discuss study or academic skills.</li> <li>3. Provide a definition and examples of</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss critical reading.</li> <li>2. Provide a definition of critical reading and the ways to do critical reading.</li> <li>3. Discuss the ways to read more</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce and discuss the SQ3R strategy.</li> <li>2. Discuss the different elements of SQ3R: Survey,</li> </ol>	<ol style="list-style-type: none"> <li>1. Say/Ask: When we use someone else's work without giving proper credit, we commit plagiarism. How can we avoid</li> </ol>	<p>Discuss the following strategies to study for a test: the use of acronyms, acrostics, narratives, rhymes, imagery, visualization,</p>

**THEME: What study skills do I need to succeed in Senior High School (SHS)?**

	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5 (optional)</b>
	<p>study or academic skills.</p> <p>4. Talk about why they are important to develop.</p> <p>5. End the discussion by asking a number of students to summarize what they learned based on their notes. (10 minutes)</p>	<p>critically: Previewing, Annotating, Summarizing, Analyzing, Re-reading, and Responding. (30 minutes)</p>	<p>Question, Read, Recall, and Review.(15 minutes)</p>	<p>committing plagiarism?</p> <p>2. Introduce and provide definitions for: quotations, paraphrases, and summaries</p> <p>3. Provide and discuss examples for each (20 minutes)</p>	<p>and flash cards. (20 minutes)</p>
<b>D. Discussing new concepts and practicing new skills #1</b>	<p>1. Ask: How did you take down notes during our discussion? Did you take down everything that was said? How did you decide which ones to take note of?</p> <p>2. Introduce the Cornell Note-taking Method (CNTM) as one way of note taking. Present and discuss the CNTM template to the class.</p> <p>3. After discussion, ask learners to transfer their notes using the CNTM template. Select students to present their work.</p> <p>4. Discuss the Five R's in note taking: Record, Reduce, Recite, Reflect, Review.</p> <p>5. Discuss other techniques in note-taking such as using mind maps, tabular notes, flow charts, index cards, and highlighting and annotating. Emphasize that there are different ways to take down notes and learners should find out which technique works best for each of them. (15 minutes)</p>				<p>Discuss test-taking tips.(10 minutes)</p>
<b>E. Discussing new concepts and practicing new skills #2</b>	<p>1. Present the 10 Habits of Highly Effective Students.</p> <p>2. Ask: Write a list of things that you need to do for the week.</p> <p>3. Ask: Which among these things will you do first? How will you prioritize each item on your list? Ask the class what the following statement by Benjamin Franklin means to them: "By failing to prepare, you are preparing to fail."</p> <p>4. Show the class Covey's Time Management Grid, and coach learners on how to prioritize their tasks based on importance and urgency. Ask the class to categorize their activities using Covey's Time Management Grid.</p>				



**THEME: What study skills do I need to succeed in Senior High School (SHS)?**


	Session 1	Session 2	Session 3	Session 4	Session 5 (optional)
	5. Ask: Why is it important to organize one's tasks? (10 minutes)				
<b>F. Developing mastery</b> (Leads to Formative Assessment 3)	1. Say/Ask: Identify different note-taking methods. 2. Describe the CNTM. 3. What are the Five R's in note-taking? (5 minutes)	1. Distribute a text to the class. The text can be any opinion piece such as an editorial. 2. Ask the class to apply the following critical reading strategies: Previewing, Annotating, Summarizing, Analyzing, Re-reading, and Responding. (15 minutes)	Post a short selection in front of the class. Using this, guide the learners into reading the text using SQ3R. (10 minutes)	Show 3 original texts with a paraphrased/quoted/ summarized text and a plagiarized text. Ask the learners to identify the text that was correctly quoted, paraphrased, and/or summarized. (5 minutes)	Ask the class to summarize the different test-taking strategies discussed.
<b>G. Finding practical applications of concepts and skills in daily living</b>	1. Ask: Apart from attending classes, in which other activities can note taking be a useful skill? 2. Outside school, in what ways can you apply time management? (2 minutes)	Ask: Apart from reading in school in which other activities can critical reading be a useful skill? (5 minutes)			Show common terms and concepts using acronyms and acrostics. (5 minutes) For example: ROYGBIV = colors of the rainbow <u>M</u> y <u>V</u> ery <u>E</u> ager <u>M</u> other <u>J</u> ust <u>S</u> erved <u>U</u> s <u>N</u> oodles = planets in our solar system
<b>H. Making generalizations and abstractions about the lesson</b>	Ask: In your opinion, what are the characteristics of highly effective students. (3 minutes)	Ask: In your opinion, what are the benefits of critical reading? (5 minutes)	Ask: What are the advantages of using a strategy like SQ3R in reading texts? (5 minutes)	Ask: Apart from schools, in what other settings is intellectual honesty important? Why do you say so? (5 minutes)	Say/Ask: Give examples on how else you can use these strategies in everyday life. (2 minutes)
<b>I. Evaluating learning</b>	1. Read a short passage to the class and ask them to take notes using the CNTM. 2. Ask the class to prepare a study schedule for the week based on their class schedule. The study schedule should indicate at which times of the day they will study and prepare for their daily classes. (5 minutes)		Activity: Give copies of a short selection (that includes chapter and section headings) to the learners. Ask them to read the selection, and to use the SQ3R strategy. They may write directly on their copies of the selection to show that they have followed the SQ3R strategy. (20 minutes)	Activity: Present a short selection to the learners. Ask them how they would include the selection in their academic papers by quoting, paraphrasing, and/or summarizing. Output may be done in notebooks or a sheet of paper. (20 minutes)	Activity: Ask learners to come up with fun acronyms and/or acrostics for frequently used formulae, terminologies, and concepts. This can be compiled as a class output for future reference. (20 minutes)
<b>J. Additional activities for application or remediation</b>					
<b>V. REMARKS</b>			Critical reading will be discussed for two days.		
<b>VI. REFLECTION</b>	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.				
A. No. of learners who earned 80% on the formative assessment					
B. No. of learners who require additional activities for remediation.					

**THEME: What study skills do I need to succeed in Senior High School (SHS)?**

	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5 (optional)</b>
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					

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**THEME: What do I want to learn and how can I learn about it?**

 <b>GRADES 1 to 12 DAILY LESSON LOG</b>	<b>School</b>	All Senior High Schools (SHSs)	<b>Grade Level</b>	11
	<b>Teacher</b>		<b>Learning Area</b>	May be used in any learning area
	<b>Teaching Dates and Time</b>	Week 3 Sessions 1-4	<b>Quarter</b>	1st

	Session 1	Session 2	Session 3	Session 4
<b>I. OBJECTIVES</b>	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.			
<b>A. Content Standards</b>				
<b>B. Performance Standards</b>				
<b>C. Learning Competencies / Objectives</b> Write the LC code for each	Learners will be able to: 1. enumerate graphic organizers and study strategies that they know; 2. classify graphic organizers and study strategies according to purpose; and 3. accomplish a KWL chart.	Learners will be able to: use the appropriate graphic organizers to illustrate background knowledge on specific topics;	Learners will be able to: 1. discuss a topic of interest with a group; 2. explain what he/she knows about a topic using graphic organizers; 3. list questions on a topic; and 4. enumerate possible ways to get answers to questions on a topic.	Learners will be able to: 1. present a list of questions and proposals on how to answer the questions; 2. accommodate comments and/or suggestions from their classmates; 3. provide feedback to their classmates' presentations; and 4. revise their presentation as needed.
<b>II. CONTENT</b>	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.			
	Graphic organizers	KWL Chart and how other graphic organizers can be used to fill up the What I Know column	KWL Chart: What I Want To Know Column	What I Want to Know and How I Want to Know about them
<b>III. LEARNING RESOURCES</b>	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.			
<b>A. References</b>				
1. Teacher's Guide pages				
2. Learner's Materials pages				
3. Textbook pages				
4. Additional Materials from Learning Resource (LR) portal				
<b>B. Other Learning Resources</b>				
<b>IV. PROCEDURES</b>	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.			
<b>A. Reviewing previous lesson or presenting the new lesson</b>	(30 minutes) Review all graphic organizers and study skills that learners know.  Classify organizers and study skills according to purpose.	(10 minutes) Review of KWL (What I Know, What I Want to Know, What I Learned) Chart 1. Its Purpose 2. Its Parts	(5 minutes) Review of KWL Chart: 1. Its Purpose 2. Its Parts 3. Purpose of Each Part	(5 minutes) Short recap Class discusses steps that have been done and output per day.

**THEME: What do I want to learn and how can I learn about it?**

	Session 1	Session 2	Session 3	Session 4																		
	<p>Teacher elicits background knowledge from learners. Teacher asks: What are the graphic organizers that you know which can be used to do the following (Analysis, Writing, Reading Comprehension, etc?)</p> <p>Class discusses each and its purpose.</p> <p><b>Sample matrix:</b></p> <table border="1"> <tr> <td><b>Purpose:</b></td> <td>Analysis</td> <td>Writing</td> <td>Reading comprehension</td> <td><i>Add columns as needed to reflect other purposes</i></td> </tr> <tr> <td rowspan="3"><b>Graphic organizers/ study strategies</b></td> <td>Venn (comparison)</td> <td>Pre-writing tasks</td> <td>SQ3R</td> <td></td> </tr> <tr> <td>Flow chart (process)</td> <td>Outline</td> <td>KWL (What I Know, What I Want to Know, What I Learned) Chart</td> <td></td> </tr> <tr> <td><i>Add rows as needed for other graphic organizers</i></td> <td></td> <td></td> <td></td> </tr> </table>	<b>Purpose:</b>	Analysis	Writing	Reading comprehension	<i>Add columns as needed to reflect other purposes</i>	<b>Graphic organizers/ study strategies</b>	Venn (comparison)	Pre-writing tasks	SQ3R		Flow chart (process)	Outline	KWL (What I Know, What I Want to Know, What I Learned) Chart		<i>Add rows as needed for other graphic organizers</i>				<p>3. Purpose of Each Part</p>	<p>(2 minutes)</p> <p>Learners take out their list of topics of interest and review them. They are then asked to choose the topic they are most interested in.</p>	
<b>Purpose:</b>	Analysis	Writing	Reading comprehension	<i>Add columns as needed to reflect other purposes</i>																		
<b>Graphic organizers/ study strategies</b>	Venn (comparison)	Pre-writing tasks	SQ3R																			
	Flow chart (process)	Outline	KWL (What I Know, What I Want to Know, What I Learned) Chart																			
	<i>Add rows as needed for other graphic organizers</i>																					
<b>B. Establishing a purpose for the lesson</b>	<p>(10 minutes)</p> <p>Class focuses on the KWL Chart.</p> <p>Teacher asks:</p> <ol style="list-style-type: none"> <li>How is the KWL Chart used?</li> <li>When have you used the KWL chart before? How was it used?</li> <li>What are its parts?</li> <li>What are the uses of its parts?</li> </ol>	<p>(10 minutes)</p> <ol style="list-style-type: none"> <li>Teacher presents a list of topics for the subject.</li> <li>Learner selects topics of interest and writes them in their notebook.</li> </ol>	<p>(5 minutes)</p> <p>Learners that chose the same topic are grouped together. They are asked to sit together. Groups should only have a maximum of five members. Learners who find themselves alone may choose another topic/sit with a group with a related topic.</p> <p>(15 minutes)</p> <p>Groups discuss what they know about their topic of interest. They show each other the graphic organizers they made the previous session and explain its content.</p>	<p>(10 minutes)</p> <p>Review the questions your group has formulated.</p> <p>Groups discuss: How will your questions benefit your class?</p>																		
<b>C. Presenting examples/ instances of the new lesson</b>	<p>(20 minutes)</p> <p>Teacher gives a topic and class fills up a KWL chart. Class discusses steps as they fill up the chart.</p>																					
<b>D. Discussing new concepts and practicing new skills #1</b>																						
<b>E. Discussing new concepts and practicing new skills #2</b>																						

**THEME: What do I want to learn and how can I learn about it?**

	Session 1	Session 2	Session 3	Session 4
<b>F. Developing mastery</b> (Leads to Formative Assessment 3)		(40 minutes) (What I Know) Using the graphic organizers learned, learners illustrate what they know about the topics. They can use as many applicable graphic organizers possible for every topic.	(33 minutes) (What I Want to Know) With their groups, learners answer the following: 1. What questions do you have about the topic? 2. In what ways can you find answers to these questions? The group lists and discusses their questions and design ways/steps to answer them.	Group Presentation (15 minutes) Each group prepares for the presentation (Groups can opt to use manila paper, powerpoint presentation, etc. for their presentation.) showing their questions and ways/steps in which they can do to answer them.  (30 minutes) Each of the groups will present their outputs (questions and ways on how to find answers) to the class.  During presentation, members of other groups try to write down possible comments or suggestions to the presenting group.  Peers can give feedback during presentation. The presenting group can then revise their output based on the class feedback.  Teachers can use the input from the class to further plan for the 1st Quarter's Performance Task or Class Project and its timeline.
<b>G. Finding practical applications of concepts and skills in daily living</b>				
<b>H. Making generalizations and abstractions about the lesson</b>				
<b>I. Evaluating learning</b>				
<b>J. Additional activities for application or remediation</b>				
<b>V. REMARKS</b>				
<b>VI. REFLECTION</b>	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.			

**THEME: What do I want to learn and how can I learn about it?**

	Session 1	Session 2	Session 3	Session 4
A. No.of learners who earned 80% on the formative assessment				
B. No.of learners who require additional activities for remediation.				
C. Did the remedial lessons work? No.of learners who have caught up with the lesson.				
D. No.of learners who continue to require remediation				
E. Which of my teaching strategies worked well? Why did these work?				
F. What difficulties did I encounter which my principal or supervisor can help me solve?				
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?				

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# SENIOR HIGH SCHOOL ORIENTATION FOR STUDENTS AND PARENTS

Senior High School (SHS) is a new addition to the Basic Education Curriculum. A good orientation assists students, as well as parents, in transitioning from Junior High School (JHS) and guides them in the next step of their educational journey.

## GOALS:

1. To create a welcoming environment for students and parents and encourage in them a positive attitude towards SHS.
2. Build a sense of community among the students, faculty, and staff by providing opportunities for introduction, communication, and interaction.
3. To provide information on the rules, regulations, programs, facilities, and services of the school and how these can support their academic and personal goals.
4. To facilitate transition from JHS to SHS by letting students and parents know what to expect in the coming school year (SY).

## SUGGESTED PROGRAM:

Schools shall have the freedom to design their SHS Orientation Program. The topics can be divided into **2 half-day sessions** for students and **should be done on the first week of classes**. During orientation days, schools are permitted to end their SHS classes early. If parents are unavailable on the intended days, a separate orientation for them can be done on a weekend.

DAY 1 Suggested Topics	DAY 2 Suggested Topics
Orientation Information	Academic Information
Important School Policies	Learner Support
Administrative Concerns	

School Heads, in coordination with the teachers, may combine the orientation program topics with those found in the 3-week DLL as long as the orientation for students is done in the first week.

## IMPORTANT TOPICS TO DISCUSS:

*Your school may choose to include more topics or activities aside from those listed here. If your school already conducted an orientation, this can serve as a checklist to see if there are things that you still need to discuss.*

### 1. Orientation Information

**Your school and program offerings** Introduce your school. Share a little background and information – how many SHS students are enrolled for the SY, how big is your faculty and staff, the preparations you have done to ensure that they will have the best SHS experience. Also, share why you are offering your tracks/strands. What did you find out about student interests in your community? What is the context of your school community?

**About SHS** What is SHS in the context of K to 12?  
Focus on:  
- how it was designed with their best interest in mind

and is an education system suited for the 21<sup>st</sup> century

- how it is based on their interests and provides them with options
- how it is a stepping stone to what they want to be after high school and helps them pursue a better life

**Your industry partners**

Introduce your industry partners, especially if students will hold some of their classes in a Technical-Vocational Institution. You may invite a representative from the industry partner or you may create a presentation about who they are and what they do.

**Expectations**

What do you expect from your students? Academically? Behaviorally?

**2. Important School Policies**

**School rules and regulations**

What are your rules and regulations on the following:

- start and dismissal of classes
- attendance, tardiness and absences
- proper attire (especially when in laboratories or when handling machinery)
- bringing of gadgets (cellphones, cameras, tablets)

**Student code of conduct**

What do you consider proper and improper behavior in school? What are consequences of improper behavior?

**Child Protection Policy**

What are your protocols for bullying and harassment?

**No Collection Policy**

Explain the “No Collection” policy and discuss which fees may be collected on a voluntary basis based on DO 41, s. 2012 and DO 66, s. 2012.

**\*Note:** *It is important to ensure that the rules and regulations set by your school are in accordance with existing laws and DepEd policies.*

**3. Academic Information**

**Your faculty and subject group heads**

Introduce their teachers and the subject group heads.

**Learning in SHS**

How will learning in SHS be different from JHS? You may talk about the following:

- They will experience a different curriculum from JHS (more advanced, more specialized)
- They will take specialized subjects which may be taught by a practitioner, or working professionals in their industry
- They will undergo work immersion and research where they will have to apply what they have learned from their different subjects

**SHS exits**

Inform the students that after they graduate from SHS, they can choose to 1) be employed, 2) start their own business, 3) go to college, or 4) get higher certification to develop more specialized skills.



<b>SHS subjects</b>	Discuss the differences among core, applied, and specialized subjects. You can show the students the list of subjects they will take for their track/strand.
<b>Schedule of classes</b>	Present the schedule of subjects and the daily schedule for the 1 <sup>st</sup> semester of Grade 11.
<b>Grading system</b>	Discuss how they will be graded and assessed based on DO 8, s. 2015.
<b>4. Learner Support</b>	
<b>Youth formation services</b>	Invite students to take part in the Supreme Student Government (SSG) as student leaders or be members of other clubs and organizations in your school. Introduce the moderators of the SSG and other clubs and organizations.
<b>Guidance and Counseling services</b>	Introduce your guidance teacher/career advocacy teacher. S/he may discuss what your guidance, career advocacy, and counseling services offer and what is your protocol for guidance and counseling concerns.
<b>Health and nutrition services</b>	Introduce your clinic teacher. S/he may discuss what your health and nutrition services offer.
<b>ICT services</b>	Introduce your ICT teacher. S/he may discuss the protocol for using the ICT laboratory and procedures for asking for permission to use it for academic-related research.
<b>Library services</b>	Introduce your librarian. S/he may discuss what collection of books you have and what services are offered by the library to help them find the right references for their assignments and research.
<b>Sports programs</b>	Introduce the moderator of your sports programs. S/he may discuss the after-class sports programs and varsity teams in the school that can help the students remain fit and healthy.
<b>5. Administrative concerns</b>	
<b>Your administrative staff</b>	Introduce the rest of the staff that have not been introduced: your registrar, maintenance and security staff, and property custodian.
<b>Calendar of activities and important dates</b>	Inform students and parents of important dates to remember based on DO 23, s. 2016.
<b>DRRM protocol</b>	Explain the school protocol in case of disasters like fire or earthquake.
<b>Logistical arrangements</b>	Discuss the plan for inflow and outflow of students during start of classes and dismissal time in the first week.
<b>School communication processes</b>	Tell students and parents how they can inform and contact the school for feedback, issues, and concerns.

***Parental support and participation*** ..... Emphasize the important role of parents in student success. Encourage parents to join the Parents-Teachers Assembly (PTA) and other activities in school and inform them how they can help the school.

**OTHER IDEAS:**

- Include a tour of your school facilities and your partner facilities if possible
- You can have small group discussions with students where teachers can sit with a group to discuss their questions and concerns
- Have students sign a conformer for the student code of conduct
- Include a short community building activity with parents

**RESOURCES:**

- K to 12 Messenger Primer
- SHS Student Primer
- SHS Manual of Operations
- Infographics on Classroom Assessment (found on the DepEd website or DepEd Order No. 8, s. 2015)
- Video: Ano ang pangarap ng kabataang Pilipino?  
<http://www.deped.gov.ph/videos/ano-ang-pangarap-ng-kabataang-pilipino>