



DIVISION OF MISAMIS ORIENTAL


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Division MEMORANDUM

No. 215, s. 2018

TO: Education Program Supervisors
Public Schools District Supervisors
Elementary/Junior and Senior High School Heads
Elementary/Junior and Senior High School Teachers

FROM:


RANDOLPH B. TORTOLA

Schools Division Superintendent 

SUBJECT:

2018 SCHOOL-BASED SUMMER READING CAMP

DATE:

April 30, 2018

1. In consonance with the Regional Memorandum No. 24, s. 2010 entitled, "2010 SCHOOL-BASED SUMMER READING CAMP", this Office encourages Elementary, Junior and Senior High Schools to conduct a School-Based Summer Reading Camp on May 28 to June 2, 2018.

2. The activities will last for three (3) hours per day either in the morning or in the afternoon. This six-day activity is an integrated approach to learning through play, fun, games, oral interpretation, videos and other enjoyable activities where all learning areas are involved focusing on reading comprehension skills for elementary, junior and senior high school students.

3. The aforementioned school-based activity is anchored on the following objectives:

Elementary:

- a. To provide avenue for teachers to encourage and motivate learners to develop the love for reading
- b. To make frustration readers comprehend what they read
- c. To develop instructional readers' comprehension skills and improve in oral interpretation skills
- d. To hone teacher teaching capacities/competencies in the teaching of reading, listening, viewing, writing and speaking

Junior/Senior High Schools:

- a. To recognize the value of selections read through literary appreciation like:
 - verbalizing emotional response
 - indentifying sensory impressions
 - understanding figurative language
 - appreciating poetry/prose works



- b. To increase students' motivation, interest and enjoyment in reading by involving them in interactive/fun activities across learning areas
 - c. To enhance their comprehension skills by teaching them how to use their learning experiences to make sense of what they are reading
 - d. To provide teachers a valid ground for personal and professional growth as catalyst of change and instigators of learning
 4. Participants/people involved in this activity are the following:
 - a. Identified non-readers of schools
 - b. Select Officers of Student/Pupil Government Organizations
 - c. Select students/pupils from Honor Classes
 - d. Potential teacher-trainers/Master Teachers/NEPP Teacher Mentor/Convergys Trained Teachers preferably computer literate
 - e. School Administrators/Principals
 - f. PS District Supervisors
 - g. Education Program Supervisors
 - h. Assistant Schools Division Superintendent
 - i. Schools Division Superintendent
 5. Certificates of Participation will be given to the pupils/students after completing the activity and Certificates of Appreciation will be given to the teacher-facilitators.
 6. Teacher-facilitators are advised to use instructional materials like pictures, flashcards, flannel board with picture cut-outs, big books, charts and peripherals.
 7. Equivalent service credits will be granted to the teacher-facilitators upon complying with the following requirements:
 - Elementary:
 - a. Pretest and Post Test Reading Test Results' Compilation on:
 - Grade 1: EGRA (Mother-Tongue)
 - Grades 2-4: Phil-IRI (English and Filipino in Oral and Silent) for classification of pupils' reading levels as to Non-Readers, Frustration, Instructional and Independent Readers
 - b. Attendance Sheets/Lists of Pupils' Names (Format: Please see Enclosure)
 - c. Chunks of Time (Format: Please see Enclosure)
 - d. Accomplishment Report with Pictures of Activities and Form 48: Daily Time Record
 - Junior and Senior High Schools:
 - a. Reading Test Results' Compilation
 - b. Lists of Pupils' Names (Format: Please see Enclosure)
 - c. Chunks of Time (Format: Please see Enclosure)
 - d. Accomplishment Report with Pictures of Activities and Form 48: Daily Time Record
 8. A teacher-facilitator is allowed to handle one (1) class with a minimum enrolment of 25 pupils and a maximum of 30. In the event that there are 31-44

pupils/students enrolled or listed, still this is considered as one (1) class. However, when enrolment reaches to 45, this will be split into two (2) classes.

9. Suggested topics, activities, chunks of time and list of pupils' forms are appended in this Memorandum.

10. Education Program Supervisors, Public Schools District Supervisors and School heads will monitor the School-Based Summer Reading Camp to extend assistance for the successful conduct of the said activity.

11. Immediate dissemination of this Memorandum to all concerned is desired.

RBT/CID/egd/mma
Encl.: As stated

Enclosure No. 3.a to Division Memorandum No. 215 s. 2018

LIST OF PUPILS (Elem./JHS/SHS.)

School: _____

District: _____

Grade/Year: _____

No.	Name	Reading Level	
		Before the Summer Reading Camp	After the Summer Reading Camp
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Prepared by:

Teacher

SUGGESTED TOPICS, ACTIVITIES AND STRATEGIES

(Suggested Activities but not limited to the topics given. The teachers are encouraged to add more activities and topics if needed. Teachers can utilize literary pieces of their choice.)

Subjects/Topics /Activities	Level	
	Elementary	Junior and Senior High Schools
Content-Based Instruction: -Filipino -ESP	<ul style="list-style-type: none"> • Pagbabasa ng tula at kuwento • Pagkukuwento • Wika at Panitikan • Sabayang Pagbigkas • Pagsasadula • Rap 	
Content-Based Instruction: -English -MTB-MLE -Science	<p>A. Non-Readers:</p> <ol style="list-style-type: none"> 1. Auditory Discrimination: -Identifying the different sounds of animals and things via multi-media teaching 2. Visual Discrimination: -Identifying different colors, shapes and sizes 3. Phonemic awareness thru games following Marungko Approach (Refer to Workbook) and Total Physical Response (TPR) refer to MTB materials 4. Blending of sounds using Fuller Approach-Emphasis on onset, rimes and word families. 5. Dolch Basic Sight Words 6. Reading of syllable, words, phrases, paragraphs and stories 7. Answering question emphasizing LOTS and HOTS of simple and local stories using big books and flannel board and picture cut-outs. <p>B. Frustration:</p> <ol style="list-style-type: none"> 1. Reading of syllable, words, phrases, paragraphs and stories 2. Answering question emphasizing LOTS and HOTS of simple and local stories using big books and flannel board and picture cut-outs. <p>C. Instructional:</p> <ol style="list-style-type: none"> 1. Reading and telling of 	<ol style="list-style-type: none"> 7. Verse Choir 8. Reader's Theater 9. Chamber Theater 10. Rap 11. Jazz Chants 12. Story Reading 13. Story Telling

	<p>stories and poems. -Poems and stories can be taken from the Developing Power Books</p> <p>2. Answering question emphasizing LOTS and HOTS of simple and local stories using big books and flannel board and picture cut-outs.</p> <p>3. Dialogue/conversation</p> <p>4. Rap</p> <p>5. Jazz Chants</p> <p>D. Independent:</p> <p>1. Verse Choir</p> <p>2. Reader's Theater</p> <p>3. Chamber Theater</p> <p>4. Rap</p> <p>5. Jazz Chants</p> <p>6. Story Reading and Story Telling</p>	
Math	<ul style="list-style-type: none"> • Integers: -Different Mathematical Operations: Addition, Subtraction, Multiplication and Division • Problem Solving 	
AP	<ul style="list-style-type: none"> • Likas ng Pinagkukunang Yaman (Natural Resources) • Mga Bayani (Heroes) • Pamahalaan ng Pilipinas (The Philippine Government) • Environment Risks Reduction • Weather • Climate 	
Content-Based Instruction: -MAPEH -TVL -EPP	<ul style="list-style-type: none"> • Following Simple Directions: -Line Formation -Arrangement • Basic Body Movements • Hygiene 	