



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region X
DIVISION OF MISAMIS ORIENTAL
Cagayan de Oro City



October 21, 2013

Division MEMORANDUM
No. 147, s. 2013

LAUNCHING OF THE “HAPPY READING PROGRAM”

To:

Public Schools District Supervisors/Districts In-charge
Elementary School Administrators

1. In consonance with Millennium Development Goal 2: Achieve Universal Primary Education, Education For All Goal On Improving the Quality of Education And Every Child A Reader Program stipulated under DepEd Memorandum No. 166, s. 2009 this office is directing all schools to implement the “HAPPY READING PROGRAM in Grades 1,2 and 3”.
2. The launching of the said reading program is slated on November 8, 2013 at Initao Central School. All Public Schools District Supervisors are enjoined to attend the said launching.
3. Program of activities and comprehensive reading processes are appended in this Memorandum. For queries, please text this number 09176770502.
4. Immediate dissemination of this Memorandum is desired.


CHERRY MAE L. LIMBACO, Ph.D., CESO V
Schools Division Superintendent

MTMA

LAUNCHING OF THE HAPPY READING PROGRAM
Program of Activities

I. Opening Program

National Anthem	}	Initao District School Heads
Prayer		

Welcome Message	Mrs. Erna Oco School Principal I
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Opening Remarks	Mr. Ric Gabe PS District Supervisor
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Presentation Number	Initao Central School Pupils
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II. Launching of Happy Reading Program

Short Orientation of the "Happy Reading Program" (Use of ICT-Based Story- Telling	Dr. Maria Teresa M. Absin EPS-I English (Elem.)
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Storytelling (MTB)	Initao Central School Pupil
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Expression of Commitment
(Passing of a Big Book from:
SDS, EPS, PSDS, School head,
Teacher then to a Pupil)

Message	Dr. Cherry Mae L. Limbaco, CESO V Schools Division Superintendent
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Presentation Number	Initao Central School Pupils
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Closing Remarks	Mr. Pio Bagares School Principal II Tubigan ES
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MC: Mr. Roniel Amamangpang
Head Teacher I
Andales ES

“HAPPY READING PROGRAM IN GRADES 1,2 AND 3”

I. Preliminaries: Planning/Advocacy:

1. Send a letter of invitation for the event.
2. Prepare the activity agenda
3. Conduct advocacy and organization of FR parents to generate support.
4. Orientation and launching of the Happy Reading Program with the PSDS, school heads, pupils and parents
5. Conduct reading diagnosis both oral and written and review pupils' anecdotal records and other information for triangulation.
6. Establish database of pupils reading levels.
7. Purchase of workbooks, charts, reading drill cards, reading exercises, MTBRK
8. Purchase of supplies to be used for the teacher- made IMs
9. Interview key informants in the family regarding the FR profile

II. Reading Remediation/Enhancement Implementation:

1. Reading diagnosis using Phil-IRI and EGRA to identify the frustration readers who will be the clients of the Happy Reading Program.
2. Leveling of readers using Phil-IRI, EGRA
3. Reading Teachers shall be trained in Beginning Reading and Development and Utilization of Mother Tongue-Based Reading Materials.
4. Scheduling/ Class Programming
5. Happy Reading Program adopts the “Pull-Out Scheme” structure that brings together Frustration Readers of Grades 1,2,3 at the Reading Clinic handled by an expert reading teacher for 1 hour everyday using the combination of Four-Pronged and Marungko Approaches in Reading.
-Client shall be pulled out from their classes and be in the reading clinics for the reading intervention for at least 1 hour everyday.
6. Utilizing the AFR Reading Kits that contained calibrated reading and phonics exercises expressed in the mother tongue of the learners.
7. The Reading Clinic must be learner-centered with appropriate lesson structures, technology and interactive reading resources and materials.
8. Expose the FRs on differentiated and interactive activities in beginning reading.
9. Day to day engagements on effective Teaching – Learning (ETL)
10. Immerse the children into varied reading exercises in different structures (plenary, small groups, triads, dyads, individual) for word recognition and comprehension.
11. Design customized approaches/activities and use them to appropriate students learning styles, talents, interests and needs.
12. Reading Teachers trained on individualized instruction and LCL.

III. Evaluation/Feedbacking:

1. Home visit to FRs residences.
2. Design a progress assessment checklist to track pupils' reading progress to be done by the self, by peers and by the teacher.
3. Validation and Triangulation of information against available anecdotal record, and feedback from teachers regarding the program.
4. The teachers revise her activities based on the reading progress
5. Accomplish Reading Progress Chart to classify the readers and identify those who will be mainstreamed.
6. Progress monitoring and assessment is conducted regularly that determines the reading progress of the child.

IV. Mainstreaming:

1. Once the pupil becomes an instructional and independent reader, he is already mainstreamed anytime of the year.
2. During the year in different pacing, the FR who is transformed into instructional or independent reader shall go back to the mainstream.
3. School visit to model reading centers for benchmarking.

V. Rewards/Incentives:

1. Merit and Award System
-Brainstorm with the teachers this award and merit system for pupils and the reading teachers and formulate implementing guidelines.
2. Recognize the successful readers with star awards system.

VI. Reading Intervention:

1. Reading intervention implementation based on the Reading Progress Charts (Reading Results)

**Teaching Learning to Read
Through the Marungko Technique**

The **Marungko Technique** was first introduced in a public elementary school in Marungko, Angat, Bulacan. It was devised by Nooraihan and Urbano and demonstrated in their book.

According to Nooraihan and Urbano, the method used is called "phono syllabic". It emphasizes the teaching of correct single sounds and the handling of these sounds into syllables or words; rather than the teaching of alphabet (abakada). The names of the letters of the alphabet are not taught until all the sounds have been mastered in association with their form.

HOW TO USE THE MARUNGKO LESSONS:

1. The first 5 lessons are as follows:

Lesson 1 - **m**
Lesson 2 - **a**
Lesson 3 - **s**
Lesson 4 - **i**
Lesson 5 - **o**

Teach each sound and form to mastery before a new sound is introduced:

- a) Ask a question to which the response will elicit the target sound.
 - b) Write the target letter on the board and tell the children to sound it again as they look at the letter.
 - c) Show them how to write it. Ask them to write it on the board, with the fingers in the air, on their palm, on their desks, and on paper as they give the sound
 - d) Mastery means they know the sound and the form of the target letter. They can give the sound and write the symbol.
2. After the first 3 sounds have been mastered, these can be combined to form words, phrases or sentences. Every new sound is introduced with previous sounds already learned and in various combinations into words.
Introduce function words that cannot be taught through the phonosyllabic method as whole words e.g. **ng, mga, ay**, etc.
 3. After the first 5 sounds have been mastered, any other sound can be taught in relation to sounds already learned. The suggested sequence is as follows:

Lesson 6 - p	Lesson 14 - b
Lesson 7 - k	Lesson 15 - g
Lesson 8 - t	Lesson 16 - e
Lesson 9 - l	Lesson 17 - w
Lesson 10 - r	Lesson 18 - h

MARUNGKO APPROACH IN TEACHING READING

Marungko approach in reading is a technique by which instead of the usual arrangement (or order) of letters, Marungko starts with m, s, a, i, so and so forth. The alphabets are rather "pronounced" than read: i.e. the alphabet "m" would be pronounced as "mmm" not the old Pinoy style of reading it as "ma". Learning the pronunciation of just a few of the letters would actually help the child read a few more words.

Panimulang Pagbasa

Dulong Marungko

- Tuklas nina Nooraihan Ali at Josefina Urbano ng Bulacan

1. Bigyan muna ng sapat na kakayahan sa pagbasa bago turuang bumasa

2. Mahalaga na sa bawat tunog na ituturo ay kasama ang lahat ng mga tunog sa iba't ibang kombinasyon.

3. Iniwan sa pagpapasiya ng guro ang pagtuturo ng malaking titik.

Iminumungkahing ituro ito kapag master na ang lahat ng malilit na titik.

4. Pagbigkas ng mga tunog sa kwento, bugtong, tula, atbp

5. Gumamit ng mga tunay na bagay, larawan, plaskard, tsart, cut-outs, mga laro, atbp para maging kawili-wili at mapanatili ang interes ng mag-aaral.

6. Ituro ang isang tunog isang araw para lubusan at nang matutuhan.

Mungkahing Tunog na Ituturo

Bawat Markahan

Unang Markahan

m, s, a, i, o, at b

Ikalawang Markahan

e, u, t, k, l, y, n, at g

Ikatlong Markahan

ng, p, r, d, h, at w

Ikaapat na Markahan

c, f, j, n, q, v, x, at z

Mga Antas/Hakbang ng Pagbasa

Unang Antas

Pagpapakilala ng mga larawan/bagay na nagsisimula sa tunog na pinag-aaralan.

Pagpapakilala ng tunog

Pagpapakita ng hugis ng tunog

Pagpapakita ng titik

Pagsulat ng hugis ng titik sa hangin, palad, sahit at pisara

Pagsulat ng hugis sa papel

Pagsulat ng simulang tunog

Pagbibigay ng mga halimbawang bagay na nagsisimula sa tunog na pinag-aralan.

Ikalawang Antas

Pagsasama ng mga tunog upang makalikha ng isang makabuluhang salita

Hal. m, s, a -ama sasama

mama sama aasa masama

Ikatlong Antas

Pagpapakilala ng mga pantulong na kataga/salita tulad ng: mga, ang, ay, si, ng, sa, kay, at nang

Ikaapat na Antas

Pagbubuo ng parirala at pangungusap

Pagbasa sa mga nabuong salita, parirala at pangungusap

Pagkilala ng mga detalye sa pangungusap

Ikaapat na Antas

Pagbubuo ng parirala at pangungusap.

Pagbasa sa mga nabuong salita, parirala, at pangungusap

Pagkilala ng mga detalye sa patnubay ng guro.