



Republic of the Philippines  
**Department of Education**  
REGION III

**SCHOOLS DIVISION OF CITY OF SAN JOSE DEL MONTE CITY**

August 27, 2021

**SCHOOLS DIVISION MEMORANDUM**  
NO. 306, S. 2021

DepEd SDO SJDMC

**RELEASED**

**AUG 27 2021**

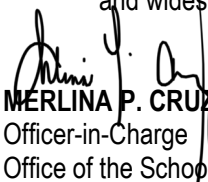
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Records Section

**PROJECT BASAHUSAY ONLINE TRAINING WORKSHOP (OTW) FOR READING TEACHERS**

To: OIC- Office of the Asst. Schools Division Superintendent  
Chief Education Supervisors  
Public Elementary and Secondary School Heads  
All Others Concerned

1. Pursuant to the relevant provision of DepEd Memorandum No. 173, s. 2021-*Bawat Bata Bumabasa* (3Bs Initiative) on building the capacity of reading teachers and in keeping with the 5-Year Implementation Plan of the Schools Division's Reading Program, this Office announces the conduct of **Project Basahusay Online Training Workshop (OTW) for Reading Teachers** on the following dates:
  - a. August 31, 2021
  - b. September 2, 2021
  - c. September 9-10, 2021
  - d. September 16-17, 2021
  - e. September 21, 27 & 30, 2021
2. With the theme "*Together, we can make all San Joseno learners proficient readers*", the OTW aims to:
  - a. strengthen the teachers' foundational knowledge in teaching reading;
  - b. enhance the teachers' ability to conduct reading assessments and remediation; and
  - c. develop various learning resources for reading classes.
3. Participants in this activity are the reading teachers from kindergarten to senior high school from all the public elementary and secondary schools.
4. The OTW will be conducted via Google Meet, but it will also be broadcasted live in the following Facebook Pages:
  - a. DepEd Tayo City of San Jose Del Monte
  - b. The Magical World of Reading
5. Enclosure No. 1 provides the List of Materials to be used for the workshops. Participants are advised to have them ready ahead of time.
6. Enclosure Nos. 2 & 3 provide the Matrix of Activities and the Technical Working Group, respectively.
7. Expenses on the honorarium of the invited resource speaker shall be charged against the Human Resource Training and Development Fund (HRTD) subject to the usual accounting and auditing rules and regulations.
8. Materials to be used by the registered participants may be charged against the school MOOE. Immediate and widest dissemination of this Schools Division Memorandum is desired.

  
**MERLINA P. CRUZ PhD, CESO VI**  
Officer-in-Charge  
Office of the Schools Division Superintendent

**"Malasakit. Bayanihan. San Joseño.  
We heal as one. We rise as one."**

cid/im/mpd  
2021-08-27

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**LIST OF MATERIALS TO BR USED FOR THE WORKSHOPS**

	<b>Skill/s on Focus</b>	<b>Activity</b>	<b>Materials</b>
<b>Day 3</b>	Book/Print Orientation and Alphabet knowledge	My Name Book	-bondpaper (3) -pencil -crayons and/or other art materials
		Alphabet Clothespin 1	-folder/cardboard -clothespins (26) -marker -masking tape
		Connect the Dots	-bondpaper -marker -pencil -crayons and/or other art materials
		Alphabet Caterpillar	-bondpaper -marker -pencil -crayons and/or other art materials
		Alphabet Clothespin 2	-folder/cardboard -clothespins (26) -marker -masking tape
		Alphabet Rocks	-folder/cardboard -rocks or bottle caps (26) -marker -masking tape
<b>Day 4</b>	Phonological Awareness	Rhyming Forks and Spoons	disposable forks and spoons -bondpaper -marker -pencil -crayons and/or other art materials
		Rhyming Puzzles	- folder/cardboard -marker -pencil -crayons and/or other art materials
<b>Day 5</b>	Phonemic Awareness	Pin that Phoneme	-folder/cardboard -clothespins (6) -marker -pencil -crayons and/or other art materials



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		Elkonin Boxes	-folder/cardboard -bottle caps or lego blocks (6) -marker -pencil -crayons and/or other art materials
		Graph that Phoneme	-bondpaper -marker -pencil -crayons and/or other art materials
<b>Day 6</b>	Phonics	Alphabet Clothespin 3	-folder/cardboard -clothespins (26) -marker -masking tape
		Scavenger Hunt	-Manila paper -marker
		Alphabet Me Crown	-bondpaper -marker -pencil -crayons and/or other art materials
		Sensory Writing Bag	-flour -water -ziplock (or any thick plastic bag) -tape -food color (optional)
		Blending Slide	-folder/cardboard -marker -pencil -crayons and/or other art materials
		Phoneme Slider	-folder/cardboard -marker -slide (the one that comes in a sliding folder)
		Flip that Phoneme	-folder/cardboard -bondpaper -marker -pencil -crayons and/or other art materials -adhesive (glue, double-sided tape, or stapler)



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		Phoneme twister	-Tissue paper core or an empty water bottle -bondpaper -marker -adhesive (glue, paste, or tape)
Day 7	Vocabulary	Vocabulary Spinning Wheel	-folder/cardboard -bondpaper -marker -pencil -crayons and/or other art materials -thumbtacks
Day 8	Fluency	Fluency Chart	-Manila paper -marker -pencil -crayons and/or other art materials
Day 9	Comprehension	Three-Fold Story	-bondpaper -pencil -crayons and/or other art materials
		Take a Picture	-shoe box -bondpaper -pencil -crayons and/or other art materials
		Venn Diagram	-bondpaper -pencil -crayons and/or other art materials
		Story Map	-bondpaper -pencil -crayons and/or other art materials
		Puppets	-bondpaper -pencil -marker -crayons and/or other art materials



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**ACTIVITY MATRIX**

<b>Time</b>	<b>Activity – Day 1</b>	<b>Personnel Involved</b>
7:30 – 8:00	Registration of Participants	
8:00 – 8:30	Opening Program	
8:30 – 12:00	<b>Session 1: What Does Research Tell Us About Reading?</b> <ul style="list-style-type: none"><li>• The Child at Risk</li><li>• Some Guiding Principles on Early Intervention</li></ul> Understanding the Reading Instruction	<b>Shirley T. Equipado</b>
12:00 – 1:00	<b>L U N C H</b>	
1:00 – 3:30	Session 2: The Domains of Literacy in the K to 12 Language Curriculum <ol style="list-style-type: none"><li>1. Oral Language</li><li>2. Alphabet Knowledge</li><li>3. Book and Print Orientation</li><li>4. Phonological and Phonemic Awareness</li><li>5. Phonics</li><li>6. Vocabulary</li><li>7. Fluency</li><li>8. Spelling</li><li>9. Handwriting</li><li>10. Composing</li><li>11. Grammar Awareness</li><li>12. Reading Comprehension</li><li>13. Attitude toward Language, Literature and Literacy</li><li>14. Study Skills</li></ol>	
3:30-4:30	<b>OPEN FORUM</b>	
4:30 – 5:00	<b>Online Evaluation</b>	
<b>Activity – Day 2</b>		
7:30 – 8:00	MOL	
8:00 – 10:00	Session 1: <b>Lesson Exemplars in Oral Language Development</b> <ol style="list-style-type: none"><li>1. Phonological Component</li><li>2. Semantic Component</li><li>3. Syntactic Component</li><li>4. Pragmatics Component</li></ol>	<b>Shirley T. Equipado</b>



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10:00 – 10:30	BREAK	10:00 – 10:30
10:30 – 12:00	Session 2: Home Learning Support Plan – Nurturing Oral Language Development	
12:00 – 1:00	L U N C H	
3:00 - 4:30	Presentation of Output	
4:30 – 5:00	Online Evaluation	
<b>Activity – Day 3</b>		
7:30 – 8:00	MOL	
8:00 – 10:00	Session 1: Lesson Exemplars in Alphabet Knowledge & Book and Print Orientation <ol style="list-style-type: none"> <li>1. Identifying and sequencing the Alphabet</li> <li>2. Upper case – Lower case Correspondence</li> <li>3. Letter – Sound Correspondence</li> </ol> Writing	Shirley T. Equipado
10:00 – 10:30	<b>BREAK</b>	
10:30 – 12:00	Session 2: Home Learning Support Plan – Alphabet Knowledge & Book and Print Orientation	
12:00 – 1:00	LUNCH	
1:00-3:00	Workshop: A Reading Experience - Alphabet Knowledge & Book and Print Orientation	
3:00 - 3:30	<b>BREAK</b>	
3:30 -4:30	Presentation of Output	
4:30 – 5:00	Online Evaluation	
<b>Activity – Day 4</b>		
7:30 – 8:00	MOL	
8:00 – 10:00	Session 1: Lesson Exemplars Phonological Awareness <ol style="list-style-type: none"> <li>1. Syllable Awareness</li> <li>2. Rhyme Awareness and Production</li> </ol>	Shirley T. Equipado



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	3. Alliteration	
	4. Onset and Rime Segmentation	
10:00 – 10:30	BREAK	
10:30 – 12:00	Session 2: Home Learning Support Plan – Phonological Awareness	
12:00 – 1:00	<b>L U N C H</b>	
1:00 – 3:00	Workshop: A Reading Experience – Phonological Awareness	
3:00 - 3:30	BREAK	
3:30 – 4:30	Presentation of Output	
4:30 – 5:00	Online Evaluation	

**Activity – Day 5**

7:30 – 8:00 AM	MOL	
8:00 – 10:00	Session 1 – Lesson Exemplars in Phonemic Awareness 1. Phoneme Isolation 2. Phoneme Identify 3. Phoneme Categorization 4. Phoneme Blending 5. Phoneme Segmentation 6. Phoneme Addition 7. Phoneme Deletion 8. Phoneme Substitution	Shirley T. Equipado
10:00 – 10:30	<b>BREAK</b>	
10:30 – 12:00	Home Learning Support Plan -Phonemic Awareness	
12:00 – 1:00 PM	<b>LUNCH</b>	
1:00 – 3:00	Workshop: A Reading Experience – Phonemic Awareness	
3:00 - 3:30	BREAK	
3:30 – 4:30	Presentation of Output	
4:30 – 5:00	Online Evaluation	
	<b>Activity – Day 6</b>	
7:30 – 8:00	MOL	



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8:00 – 10:00	Session 1 - Lesson Exemplars in Phonics 1. Synthetic Phonics 2. Analogy Phonics 3. Analytic Phonics 4. Embedded Phonics	Shirley T. Equipado
10:00 – 10:30	<b>BREAK</b>	
10:30 – 12:00	<b>Home Learning Support Plan -Phonics</b>	
12:00 – 1:00	<b>LUNCH</b>	
1:00 3:00	<b>Workshop: A Reading Experience - Phonics</b>	
3:00 - 3:30	<b>BREAK</b>	
4:30 – 5:00	<b>Presentation of Output</b>	
<b>Activity – Day 7</b>		
7:30 – 8:00	MOL	
8:00 – 10:00	Session 1 – Lesson Exemplars in Vocabulary Development	Shirley T. Equipado
10:00 – 10:30	<b>BREAK</b>	
10:30 – 12:00	Session 2 – Home Learning Support Plan in Vocabulary Development	
12:00 – 1:00	<b>L U N C H</b>	
1:00 – 3:00	Workshop: A Reading Experience - Vocabulary Development	
3:00 - 3:30	<b>BREAK</b>	
3:30 – 4:30	<b>Presentation of Output</b>	
4:30 – 5:00	<b>Online Evaluation</b>	
<b>Activity - Day 8</b>		
7:30 – 8:00	MOL	
8:00 – 10:00	Session 1 – Lesson Exemplars in Fluency Development	Shirley T. Equipado
10:00 – 10:30	<b>BREAK</b>	



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10:30 – 12:00	Session 2 - Home Learning Support Plan - Fluency	
12:00 – 1:00	<b>L U N C H</b>	
1:00 – 3:00	Workshop: A Reading Experience - Fluency	
3:00 - 3:30	<b>BREAK</b>	
3:30 – 4:30	<b>Presentation of Output</b>	
4:30 – 5:00	<b>Online Evaluation</b>	
<b>Activity – Day 9</b>		
7:30 – 8:00	MOL	
8:00 – 10:00	Session 1 - <b>What Research Tells Us About Reading, Comprehension, and Comprehension Instruction</b> <ul style="list-style-type: none"> <li>• What are the key comprehension strategies to teach?</li> <li>• Before, During &amp; After Reading</li> <li>• Activating and Using Background Knowledge</li> <li>• Generating and Asking Questions</li> <li>• Making Inferences</li> <li>• Predicting</li> <li>• Summarizing</li> <li>• Visualizing</li> </ul> Comprehension Monitoring	<b>Shirley T. Equipado</b>
10:00 – 10:30	<b>BREAK</b>	
10:30 – 12:00	Session 2 - Home Learning Support Plan - Comprehension	
12:00 – 1:00	<b>L U N C H</b>	
1:00 – 3:00	Workshop: A Reading Experience - <b>Comprehension</b>	
3:00 - 3:30	<b>BREAK</b>	
3:30 – 4:30	<b>Presentation of Output</b>	
4:30 – 5:00	<b>Online Evaluation</b>	
<b>Activity – Day 10</b>		
7:30 – 8:00	MOL	



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8:00 – 10:00	Session 1 – Literacy Development through Storytelling and Read Aloud	Shirley T. Equipado
10:00 – 10:30	<b>BREAK</b>	
10:30 – 12:00	Workshop: A Reading Experience - Storytelling and Read Aloud	
12:00 – 1:00	<b>L U N C H</b>	
1:00 – 3:00	<b>Families Building Better Readers</b>	
3:00 – 4:30	<b>CLOSING PROGRAM</b>	
4:30 – 5:00	<b>Online Evaluation</b>	



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Enclosure No. 3 to Schools Division Memorandum No. \_\_\_\_s. 2021

**TECHNICAL WORKING COMMITTEE**

Chairperson	: Bryle Rian M. Arana - Marangal ES
Co-Chairperson (Workshops)	: Monaliza V. Idio - Marangal ES
Co-Chairperson (Program)	: Noemi S. Sagum - Gumaok ES
Co-Chairperson (Technical)	: Emeriza Cantorne - Marangal ES
Co-Chairperson (Attendance)	: Marifar S. pamahoy - Bagong Buhay B ES

Members:

Jocelyn G. Siriritan	- Kakawate ES
Carl Abes	- Marangal NHS
Maria Amphy L. Wong	- Towerville ES
Hajjah Rahmah M. Banega	- Kaypian NHS
Billy Ray B. Manuel	- Sapang Palay NHS
Shaira Marie D. Romero	- Marangal ES
Grace L. Atienza	- Sapang Palay NHS
Mary Grace Sagun	- Sapang Palay NHS
Marlon Fernandez	- Sapang Palay NHS



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