



**Republic of the Philippines
DEPARTMENT OF EDUCATION
Region IX, Zamboanga Peninsula
Schools Division of Zamboanga del Norte
Dipolog City**

RELEASED
DATE: 09 JUN 2016
BY: [Signature]
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June 7, 2016

DIVISION MEMORANDUM

No. 196, s, 2016

**To: All Public Schools District Supervisors
Elementary School Heads
Coordinators in English
English Teachers**

UTILIZATION OF TEACHER-MADE INSTRUCTIONAL MATERIALS IN ENGLISH

1. To start the school year right , it is BEST to serve you with the BEST instructional materials that will surely ease the teachers' burden in looking for readily available materials for daily classroom use. Soft copies of these materials are now available in CD and are ready for distribution to the 35 districts (pls. see personally Dr. Fe G. Jebone) . Teacher-made instructional materials are rich sources of activities and are authentic and localized catering to all the learners' specific demands .


2. The objectives in coming up with these materials are the following :
- a. To develop among our pupils the least- mastered reading skills such as : identifying cause and effect , drawing conclusion and identifying details to support a conclusion,
 - b. To validate the activities contained in each of the three instructional materials by having a try-out through formal classroom application in all the schools of the 35 districts,
 - c. To measure the suitability and workability of the materials to the learners and to the teacher,
 - d. To guide and inspire all the English teachers to construct or develop their own instructional materials ,
 - e. To learn how to upload instructional materials in the LRMDS and
 - f. To learn and practice developing Instructional materials for every least-learned skill in their class after every quarterly exam .

3. These materials are applicable in all grade levels from grades 1 to V1, but for the lower levels (grades 2 & 3) , teachers may simplify the activities . It is now the district office' role to have it printed and be distributed to all the schools within the district. It is expected that all the schools in all the 35 districts be given copies of these instructional materials.

4. It is expected that the teacher may look for entry points in the specific domains of literacy stipulated in the curriculum guides for grades 4 to 6 where these instructional materials on the 3 least – mastered skills can serve as supplementary activities. Actually , the activities in these instructional materials are not separate activities to be developed but these will augment to the presented activities in your learners' materials and teaching guides Reports are expected from each district after all the activities are taken up by using the monitoring tool of the *iluv2read* reading program . Evaluation tools will also be sent later to the 35 districts for us to know the suitability and workability of the material to the learners and to the teacher.

5. For guidance , application , monitoring and strict compliance.



NATIVIDAD P. BAYUBAY, CESO VI
Officer-in-Charge 
Office of the Schools Division Superintendent