

# Republic of the Philippines Department Of Education Region, IX, Zamboanga Peninsula DIVISION OF ZAMBOANGA DEL NORTE Dipolog City 7100



July 12, 2016

DIVISION MEMORANDUM No. **260**, Series of 2016

#### 2-DAY LIVE-IN WORKSHOP ON THE DEVELOPMENT OF SELF-INSTRUCTIONAL MATERIALS IN SCIENCE THREE LEAST-MASTERED SKILLS IN GRADES 5 AND 6

To: Ms. Merly Paras, PSDS, Siocon District

Dr. Mary Jean Acedo, PSDS, Salug I Distarict

Dr. Lecita F. Tubal, PSDS, Salug II District

Dr. Shirley Rebollido, PSDS, Central Sindangan District

Dr. Marites M. Imperial, PSDS, North Sindangan District

Dr. Antonio Acedo, PSDS, Roxas I District

Dr. Glenda B. Gudmalin, PSDS, Piñan District

Dr. Reynaldo Magtuba, PSDS, Sergio Osmeña District

Dr. Lennyboy G. Billeno, PSDS, Polanco II District

Dr. Ochotorena, PSDS, Polanco I District

Dr. Merilyn L. Tabarno, PSDS, Ponot District

Science Coordinators of the Districts of Siocon, Salug I and Salug II

Master Teachers currently handling Grades 5 and 6 classes of the districts of Siocon, Salug I, Salug II, Central Sindangan, North Sindangan, Ponot, Roxas I, Sergio Osmeña I, Polanco I, Polanco II, and Piñan

SSES Grade 5 and 6 teachers

First, Second and Third Place Winners of the 2016 Division Science Intervention Material Making Competition (Districts of Salug II, Piñan, and North Sindangan)

- 1. The performance of school learners in the division is measured by means of NAT, which are administered to grades 3 and 6. NAT evaluates the performance of the learners. Such pupils' performance assumes to reflect the teaching competencies of the science teachers. These competencies may have influence the academic and behavioral achievement of learners. However, this workshop will only focus on the least-master skills of Grade 6 pupils.
- 2. In order to bridge the gap between least-mastered skills with mastery of the skills, a 2-day live-in workshop on the development of Self-instructional materials in science Three least-mastered skills in grades 5 and 6 are necessary and will be conducted on the following dates on the venue to be determined later:

Polanco I
Polanco II Sergio Osmeña I Piñan
Sindangan Central Sindangan North Roxas I Ponot District
Siocon Salug I Salug II

- The objectives of the above-named workshop are to:
  - construct three instructional materials which focuses on the three leastmastered skills in science;
  - amplify teaching and learning processes for the development of scientific literacy in the school which focuses on the three least-mastered skills in science; and
  - utilize this IM as one of the indigenized materials which may draw improvement in the learners' ability to understand scientific concepts.
- 4. The expected participants of this live-in workshop are the above-mentioned ten districts supervisors, science coordinators of Siocon, Salug I, and Salug II, Master Teachers handling grade 5 and 6 Classes of the ten districts, Sindangan PDS-SSES Grade 5 and 6 teachers, and the First, Second and Third Place winners of the 2016 Division Science Intervention Material Making Competition (Districts of Salug II, Piñan, and North Sindangan). This activity is anticipated to come up with three self-instructional materials bearing the three least-mastered science skills. Namely:
  - a. identify major parts of the nervous system and their functions.
  - b. identify major parts of the circulatory system and their functions.
  - Present through a diagram the feeding interrelationship among living organisms.
- 5. Registration fee is free. Expenses on one night accommodation, 4 meals, 4 snacks, venue and flowing coffee are chargeable against division INSET Fund.
- 6. Travel expenses of the participants shall be charged against local funds/school funds/MOOE subject to usual accounting and auditing rules and regulations. Whereas travel expenses of facilitators and staff will be charge against the division funds for trainings or in other allowable expenditures.
- Immediate dissemination of this memorandum is enjoined.

NATIVIDAD P. BAYUBAY
Officer in Charge
Schools Division Superintendent

### FORMAT OF THE SELF-INSTRUCTIONAL MATERIALS (SIM)

Paper size:

letter size (8.5 x 11 inches)

Font Style:

Lucida Sans

Font size:

14 pts ABCD, abcd

Spacing:

single for and in between lines

Double for and in between paragraphs Six lines for another topic or sub-topics

Page number:

should be placed at the lower right corner of the page.

Title page

Table of contents:

SIM writers

- What this module is about
- What you are expected to learn
- How to learn from this module
- What to do before (Pretest)
- Lesson 1. The Vegetative Parts of Plants

What you will do

Activity 1.1

What you will do

Activity 1.2

What you will do

Activity 1.3

What you will do

Self-Test 1.1

Let's Summarize

- Posttest
- · Key to Answers

Pretest

Lesson 1

Activity 1.1

. . .

References

Books:

Electronic Sources:

#### Part I - Should focus on "What happen to the topic?"

Should contain 15 questions for the pre-test applying HOTS questions and with the
use of constructive response test items (Multiple choice type of test with integration
of rubrics). Options should be in a minimum of four or more choices (A, B, C, and
D).

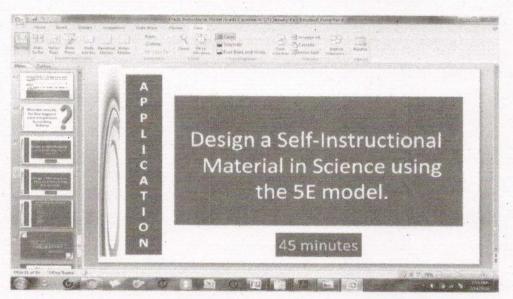
Part II - Should focus on "What do you need to learn?"

a. xxxx

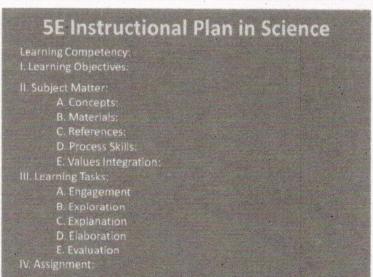
Part III - Should focus on "What have you learn?"

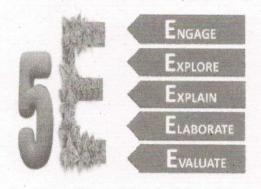
a. Should contain 15 questions for the post-test applying HOTS questions and with the use of constructive response test items (Multiple choice type of test with integration of rubrics). Options should be in a minimum of four or more choices (A, B, C, and D).

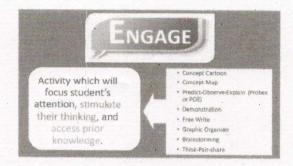
Nota bene: Illustrations should be limited to two (2) pages.













Activity which gives students time to think and investigate/ test/ make decisions/ problem solve, and collect data/ information.

- Experimentation
- · Investigation/ Inquiry
- · Research Authentic Resources to Collect Information
- \* Solve a Problem
- . Construct a Model

### EXPLAIN

Activity which allows students to analyze their exploration. Student's understanding is clarified and modified through a reflective activity

- Student Analysis & Explanation
- Supporting ideas with Evidence
   Structured Questioning
- Reading/Reporting and Discussion
   Teacher Explanation
- \* Thinking Skill Activities: compare, classify, error analysis

### ELABORATE

Activity which expands and solidifies student thinking and/or applies it to a real-world situation.

- \* Enrichment/ Reinforcement
- · Problem Solving
- Verification activity
- · Decision Making
- Experimental Inquiry
- \* Thinking Skill Activity

## EVALUATE

Activity which allows the teacher to assess student performance and/or understandings of concepts, skills, processes, and applications.

- Any of the Previous Activities
- Develop a Scoring Tool or Rubric
- Performance Assess
- · Produce a Product
- \* Journal Entry
- · Portfolio