



Republic of the Philippines  
Department of Education  
Region X  
SCHOOLS DIVISION OF TANGUB CITY



December 22, 2022

DIVISION MEMORANDUM  
No. 372 s. 2022

REVITALIZING THE OLD TECHNIQUES OF ASSESSMENTS  
IN READING AND SPELLING

To: Assistant Schools Division Superintendent (ASDS)  
Chief Education Supervisors (CID & SGOD)  
Education Program Supervisors  
Public Schools District In-Charge (PSDICs)  
All Others Concerned  
This Division

1. In line with the Division Learning Recovery and Continuity Plan (DLRCP) specifically on increasing the efficiency of instruction, this Office directs all schools to revitalize the old techniques of assessments in reading and spelling in all key stages and in the Alternative Learning System (ALS).
2. These techniques include the following:
  - a. Book Reading Report
  - b. Home Reading Report
  - c. Formal and Informal Theme Writing
  - d. Horn Method of Teaching Spelling
  - e. etc
3. All school heads and instructional leaders shall assist teachers in the application of techniques and monitor the delivery of instruction and the inclusion in the Daily Lesson Log (DLL).
4. Attached are sample templates and guides for ready reference. These templates shall also be made available in the DepEd Tangub Portal and be shared to all District In-Charge to ensure dissemination.
5. This Office directs the immediate and wide dissemination of this Memorandum.

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Assistant Schools Division Superintendent  
OIC-Office of the Schools Division Superintendent

To be indicated in the Perpetual Index under the following subjects:

CURRICULUM READING LEARNING AREAS

CID/radj



Address: Anecito Siete St. Mantic, Tangub City  
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**Book Report Fun!**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of the Book: \_\_\_\_\_

Year/Section: \_\_\_\_\_

\_\_\_\_\_

Teacher: \_\_\_\_\_

Setting:

Problem/Conflict:

\_\_\_\_\_  
\_\_\_\_\_  
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Main Characters:

Conclusion:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
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Main Events:

Is this a good book? Why?

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## HOME READING REPORT

Walang Panginoon  
Deogracias A. Rosario  
(*Isang Pagsusuri*)

### I- Paksa

#### Tema:

Ang kuwentong, Walang Panginoon, ay umiikot sa isang maralitang pamilya at sa kanilang pakikipagtunggali sa mga mayayamang nagsasamantala sa kanila. Masusuri dito ang agwat ng mayayaman sa mahihirap na tao sa lipunan. Mababatid din ang pagtatagisan ng dalawang puwersa, ang naghaharing uri, na kinakatawan ni Don Teong at ng mababang uri, na makikita sa tauhang si Marcos. Umiikot ang buong kwento sa pagpatay ng katarungan, kalayaan at hustisya sa mabababang uri ng mga tao sa lipunan.

### II- Suliranin

Kinamkam ni Don Teong ang lupaing sinasaka nina Marcos na mula pa sa kanilang ninuno. Namatay ang ama ni Marcos sa sobrang sama ng loob nito kay Don Teong samantalang ang tiyuhin nito ay namatay din habang nagsisilbi dito. Nang malaman ni Don Teong na magkasintahan si Marcos at si Anita, ang anak nito, sinaktan niya ito hanggang sa magkasakit. Lalong sumama ang loob nito Marcos kay Don Teong at ginusto nitong maghiganti.

### III- Tauhan

**Marcos** - binatang magsasaka na namatayan ng ama, tiyuhin, at kasintahan at masama ang loob kay Don Teong

**Don Teong** - mayamang nagkamkam ng lupa nina Marcos at binuwisan sila, hanggang mabigyan na ng taning na palayasin ang pamilya ng magsasaka sa kanilang lupa

**Anita** - anak ni Don Teong at kasintahan ni Marcos. Namatay dahil sa pananakit ng ama.

**1. Title**

The Soul of the Great Bell

**2. Author**

Lafcadio Hearn

**3. Setting**

The setting of the story was nearly five hundred years ago in the City of Peking now called Beijing

**4. Characters**

**A. Protagonist**

Ko-NGai – Daughter of Kouan-Yu

Kouan-Yu – Official from the city of Peking

**B. Antagonist**

Yong-Lo – Emperor of Ming Dynasty

Celestial August – son of Heaven

**5. Plot**

**A. Exposition**

The water clock marks the hour in the Tachungsz', in the Tower of the Great Bell: now the mallet is lifted to smite the lips of the metal monster—the vast lips inscribed with Buddhist texts from the sacred Fa-hwa-King, from the chapters of the holy Ling-yen-King! Hear the great bell responding!—how mighty her voice, though tongueless! KO-NGAI! All the little dragons on the high-tilted eaves of the green roofs shiver to the tip of their gilded tails under that deep wave of sound; all the porcelain gargoyles tremble on their carven perches; all the hundred little bells of the pagodas quiver with desire to speak. KO-NGAI!—All the green-and-gold tiled of the temple are vibrating; the wooden goldfish above them are writhing against; the uplifted finger of Fo shakes high over the heads of the worshipper through the blue fog of incense. KO-NGAI!—What a thunder tone was that! All the lacquered goblins on the palace cornices wriggle their fire-coloured tongues! And after each huge stroke, how wondrous the multiple echo and the great golden moan, and, at last, the sudden sibilant sobbing in the ears when the immense tone faints away in broken whispers of silver, as though a woman should whisper, "Hiai!" Even so the great bell hath sounded every day for well-immeasurable moan of gold, then with stupendous clang, then with a chime in all the many-coloured ways of the old Chinese city who does not know the story of the great bell, who cannot tell you why the great bell says Ko-NGai and Hiai!

**B. Rising Action**

But when the metal had been cast, and the earthen mould separated from the glowing casting, it was discovered that, despite their great labour and ceaseless care, the result was void of worth; for the metals had rebelled one against the other—the gold had scorned alliance with the brass, the silver would not mingle with the molten iron. Therefore the moulds had to be once more prepared, and the fires rekindled, and the

metal remelted, and all the work tediously and toilsomely repeated. The Son of Heaven heard and was angry, but spake nothing.

#### C. Climax

Then the father of Ko-Ngai, wild his grief, would have leaped in after her, but that strong men held him back and kept firm grasp upon him home. And the serving-woman of Ko-Ngai dizzy and speechless for pain, stood before the furnace, still holding in her hands a shoe, a tiny, dainty shoe, with embroidery of pearls and flowers—the shoe of her beautiful mistress that was. For she had sought to grasp Ko-Ngai by the foot as she leaped, but had only been able to clutch the shoe, and the pretty shoe came off in her hand; and she continued to stare at it like one gone mad.

But in spite of all these things, the command of the Celestial and August had to be obeyed, and the work of the moulders to be finished, hopeless as the result might be. Yet the glow of the metal seemed purer and whiter than before; and there was no sign of the beautiful body that had been entombed therein. So the ponderous casting was made; and lo! When the metal had become cool, it was found that the bell was beautiful to look upon and perfect in form, and wonderful in colour all other bells. Nor was there any trace found of the body of Ko-Ngai; for it had been totally absorbed by the precious alloy, and blended with the well-blended brass and gold, with the intermingling of the silver and the iron. And when they sounded the bell, its tones were found to be deeper and mellow and mightier than the tones of any other bell, reaching even beyond the distance of one hundred li, like a pealing of summer thunder; and yet also like some vast voice uttering a name, a woman's name, the name of Ko-Ngai.

#### D. Falling Action

And still, between each mighty stroke there is a long low moaning heard; and ever the moaning ends with a sound of sobbing and of complaining, as though a weeping woman should murmur, "Hiai!" then, indeed, do all the Chinese mothers in all the many-coloured ways of Pe-King whisper to their little ones: "Listen! That is Ko-Ngai crying for her shoe! That is Ko-Ngai calling for her shoe!"

#### E. Denouement

When Ko-Ngai sacrificed herself to make the great bell and save her father's life.

### 6. Theme

The theme of the story is Life process because it is showed in the story the experiences of Kouan-Yu and Ko-Ngai and what a child can do in order to save his/her parents.

### 7. Lesson

Learn to sacrifice and make right decisions.



# Book Report

<b>Title:</b> <b>Author:</b> <b>Illustrator:</b>	<b>Characters</b> _____ _____ _____
<b>Setting(When and Where)</b>	<b>Beginning</b>
<b>Middle:</b>	<b>End:</b>
<b>Lesson of the Story:</b> _____ _____ _____	



My name is.....

I live in.....

My birthday is.....

My favorite book is.....

My favorite food is.....

My favorite movie is.....

My best friend is.....

Friends ( )

This summer I.....

My favorite part of the beginning of school is.....

3 things you should know about me are.....

- 1.
- 2.
- 3.

When I grow up I would like to.....

After school I like to.....



## Teaching Formal Spelling Using the Horn Method

### Day 1 (Monday) Pre-test

1. Use the words in context.
2. Basis/ source maybe taken from written works, reading lessons, Science and Math lessons.
3. Teacher reports and records frequency of errors.
4. Pupils record their own score.
5. Give assignment on the meanings, syllabication, pronunciation, and usage in sentences.

### Day 2 (Tuesday)- Teach

Discuss the meaning, pronunciation, syllabication of each word and usage in sentences.

### Day 3- (Wednesday) Follow- up Test

1. Another test will be given (using the same set of words) starting with the words missed most by the pupils during the pre-test.
2. Pupils record again their own score.
3. Teachers record the frequency of errors.

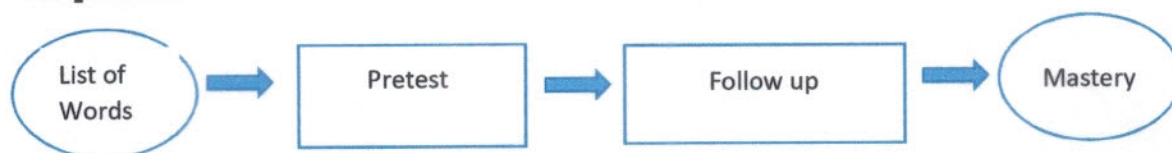
### Day 4-(Thursday)Supervised Study

1. Teacher helps the individual pupils analyze their errors.
2. Give different activities to help pupils master the spelling of the word.

### Day 5 (Friday)- Mastery Test

1. Another test will be given starting with the words most pupils missed.
2. Pupils record their own score.
3. Teacher records frequency of errors. Words not mastered by 50% of the class must be included in the next weeks spelling lesson.

### The process...



### Suggested Activities in Spelling

1. Ask pupils to write the number of syllables they hear in the word.
2. Adding to words in order to form new words.
3. Use words in sentences.
4. Break words into syllables.
5. Draw circle around the silent letter of the word.
6. Write the opposite or synonyms of the word.
7. Match each word with its contraction or abbreviation.
8. Arrange words in alphabetical order.
9. Use hints to unscramble jumbled words.  
stfore (a place where there are trees)  
richdo (beautiful flower)  
klim (something to drink)  
yees ( you see with them)
10. Write the missing letter/s. There should be enough letters to suggest what the word means. sunny rainy cloudy windy
11. Write the correct word in the blank to complete the sentences.  
(ship, sheep) The \_\_\_\_\_ will like green grass.  
(sell, sail) What does the grocer \_\_\_\_\_?
12. Write the missing words in the paragraph/sentence through the use of picture clues.