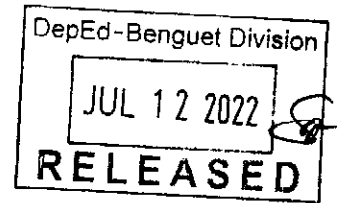




Republic of the Philippines
Department of Education
Schools Division of Benguet



11 July 2022

DIVISION MEMORANDUM
No. 220, s. 2022

**CONDUCT OF PROJECT BINDIYAN READING CAMP
DURING END-OF-SCHOOL-YEAR (EOSY)**

TO: Chief Education Program Supervisors, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors and Coordinating Principals
Public Elementary and Secondary School Heads and Teachers
All others concerned

1. Pursuant to DepEd Memorandum No. 173, s. 2019 titled “Hamon: Bawat Bata Bumabasa (3Bs Initiative)”, the Department is continuously fulfilling its mandate to produce productive and responsible citizens who are equipped with essential competencies and skills for lifelong learning, among which are the reading skills. Hence, schools are being tasked to help learners develop their reading skills especially that the overall results of the national assessments revealed high number of early grade learners who are struggling to meet the learning standards in early language, literacy, and numeracy. The low reading comprehension results led to low achievement in English, Math, and Science aside from the deficiency in literacy skills among elementary and high school learners in languages and content areas, more so in reading.
2. The center of DepEd’s *Sulong EduKalidad* are the Filipino learners, aiming to help the learners achieve their full potential, for their kite of dreams to fly high through quality basic education for all. This vision will not be realized without the development of their reading skills.
3. Initial PHIL-IRI results this school year show that there are many Grades 3-6 learners under frustration level in reading. Due to these initial data and the DepEd’s directive to all offices to intensify the advocacy on reading and to align the priorities towards the promotion of the culture of reading, the Division is promoting the conduct of Project BINDIYAN Reading Camp in the different schools of Benguet during the end of school year 2021-2022.
4. The reading camp aims to: (a) develop the love for reading among the elementary learners; (b) remediate the underdeveloped reading skills among learners with the use of different activities or techniques, and (c) sustain the culture of reading among the learners.
5. The Reading Camp is different from the EOSY Class (remedial and advancement classes), stipulated in Division Memorandum No. 197, s. 2022. The remedial class is intended for learners who failed in one or two subjects in order for them to master the underdeveloped



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learning competencies before they enroll in the next grade. The advancement class is for learners who got 75-79 grades in all learning areas, especially in the content subjects like Mathematics and Science, to enhance their knowledge and skills without changing their grades. On the other hand, the Reading camp is intended for struggling readers in the Mother Tongue, Filipino, and English.

6. If a learner is a struggling reader and also needs enhancement in the content subjects, it is recommended that he/she will attend the Reading Camp over the Advancement Class since reading is a prerequisite in understanding the concepts in the content subjects.

7. These are the following guidelines in the conduct of the reading camp:

- To be attended by Grades 1-3 struggling readers in Mother Tongue, Filipino, and English and other grade levels with struggling readers;
- To be conducted from Mondays to Fridays for a period of 15 days starting on July 25 to August 12, 2022;
- To be preferably facilitated by the master teachers and reading coordinators with the assistance of Learning Support Aides (LSAs);
- Small schools in close proximity will be clustered to meet the number of one class which is 10-20;
- Facilitators will prepare a plan of daily activities and reading tools/materials focusing on acquiring and enhancing the basic reading skills. A sample matrix is attached for your reference;
- For reading in the mother tongue, the teachers will use the primer as their main tool. For Filipino and English, facilitators will prepare reading materials based on the Reading MELCs in Filipino and English.

8. Teachers who will handle the reading camp classes shall earn service credits equivalent to the total number of hours of actual teaching divided by 8 hours but not to exceed 15 days.

9. The following requirements for the Project BINDIYAN Reading Camp listed below shall be attached to the letter of request for approval by the Schools Division Superintendent (See enclosed templates):

- List of Learners to attend the Project BINDIYAN Reading Camp bearing the names and LRN to be prepared by the school head;
- Learner's Endorsement for Project BINDIYAN Reading Camp to be prepared by the class adviser and approved by the school head; and
- Parental Consent Form for Project BINDIYAN Reading Camp.

10. Implementing schools shall be monitored to validate the actual conduct of the Reading Camp and to provide guidance and further improve its implementation.



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11. Accomplishment reports shall be required from implementing schools to validate improvement of learners' reading proficiency after this program. Reports shall include the following:

- Reading proficiency level of learners before and after the program;
- Program/activities for learners with slight or without improvement as basis for future plans and programs; and
- Photo documentation of activities (faces of learners must not be highlighted).

10. A launching activity for this endeavor shall be conducted on July 20, 2022 at Paoad Elementary School, Tublay bearing the theme "I-Benguet Learners going BRIGHTER through project BINDIYAN". BRIGHTER would stand for Beginning Reading Interventions through Gratifying and Honing Techniques for Enhanced Reading while BINDIYAN shall signify Batang I-Benguet Nakababasa, Diwang Isinatitik, Yamang Angkin Naisasabuhay.

11. Immediate dissemination of and strict compliance with this memorandum is desired.


GLORIA B. BUYA-AO
Schools Division Superintendent

Encl.: As stated

References: DepEd Memorandum No. 173, s. 2019

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<https://www.verywellfamily.com/activities-to-encourage-pre-reading-621060>

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CID/IMS/rag/ncl




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Enclosure 1: Menu of Activities for Project BINDIYAN Reading Camp

Pre-Post Camp Activities:

- Conduct of Reading level assessment through Phil-IRI or through a contextualized reading assessment tool
- Analysis of the result/s of the assessment for better action planning

Grade 1

Week 1: (Developing Love for Reading through Varied Activities)

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Phonological Skills, Book and Print Knowledge and Oral Language				
Mm, Ss, Aa, Ii	Oo, Bb, Ee, Uu	Tt, Kk, Ll	Yy, Nn, Gg	All letters learned for the week
Pre-assessment on letter sound recognition (checklist)	Sing alphabet sounds Play the "Fishing game" and "Step on me"	Sing and dance about alphabets Sequence events in the story using pictures "Ang Uhaw na Maya"	Puzzle letter picture Tell stories about pictures	Match uppercase to lowercase letters
Share experiences through puppets	Letter Mosaic	Color the letter activity	Draw and tell	Find your rhyming partner game
Scanning of story books	Read story to the children <i>Suggested story: Ang Uhaw na Maya</i>	Retell the story listened to using picture clues	Role play the story for the week	Pair syllables to form words
Break				
Reading time (phonics)	Reading time (Syllables)	Reading time (Words)	Reading time (Phrases)	Reading time (sentences)

Week 2: (Enjoying Reading Through Varied Activities)

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>Listening Comprehension</i>	<i>Phonological Skills and Phonics and Word Recognition</i>	<i>Phonological Skills</i>	<i>Vocabulary and Concept Development</i>	<i>Phonics and Word Recognition</i>
Nngg, Pp, Rr	Dd, Hh, Ww	Cc, Ff, Jj, Nñ	Qq, Vv, Xx, Zz	All letters learned for the week
<i>Suggested Video: Alamat ng Pinya</i> a. Unlock Difficulties b. Watchg video	Play the Mix and Match Game	Picture-Word Match on previously learned letter and words.	Word Tree - Learners will pick words from tree then read them	Slate Mo Ako - The learners listen then write the letter / syllable on the slate board.



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Game: Pick and Tell	Form Syllables "Sama Tayo"	Lundag Kuneho a. Letter Sound b. Syllable	Sentence development using the words from the Word Tree (Oral)	Play Mini Scrabble (Letter Tiles)
Answer comprehension questions				
Break				
Reading time (phonics)	Reading time (Syllables)	Reading time (Words)	Reading time (Phrase)	Reading time (sentences)

Week 3: (Sustaining a Culture of Reading)

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Phonological Skills, Fluency, Reading Comprehension				
<i>Children reading a story (group and individual)</i>	<i>Children reading a story (group and individual)</i>	<i>Children reading a story (group and individual)</i>	<i>Children reading a story (group and individual)</i>	<i>Children reading a story (group and individual)</i>
Phonic Song	Syllable reading through power point presentation	Word reading through flashcard presentation	Match Pictures / Illustrations and Phrases	Post Assessment (Oral – Checklist) Reading of a Teacher-Made Poem
Read story to the children – Ang Pulang manok (Suggested Story)	Children read a story – Ang Maya (Suggested Story)	Children read a story – Inang Bibe at ang Limang Sisiw (Suggested Story)	Children read a story – Ang Ibon (Suggested Story)	Children read a story – Ang Palaka (Suggested Story)
Answer comprehension questions (Oral)	Answer comprehension questions (Oral)	Answer comprehension questions (Learning Activity Sheet)	Answer comprehension questions (Learning Activity Sheet)	Answer comprehension questions (Learning Activity Sheet)
Break				
Reading time (phonics)	Reading time (Syllables)	Reading time (Words)	Reading time (Phrase)	Reading time (sentences)

Grade 2

Week 1: (Developing Love for Reading through Varied Activities)

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Listening Skills Oral Language	Vocabulary, Listening Oral Language	Comprehension	Comprehension and oral language	Comprehension and oral language
Read stories to the children (Contextualized stories, big books)	Play with word games	Practice Sequencing	Tell stories about Pictures	Play Word Games
Share reading experiences	Game: Stop, Look and Listen	Picture Clues	Game: Pic and Tell	Word Configuration Word Collect



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Week 2: (Enjoying Reading through Varied Activities)

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Vocabulary, Oral reading and Comprehension	Vocabulary, Oral reading and Comprehension	Vocabulary, Oral reading and Comprehension	Vocabulary, Oral reading and Comprehension	Vocabulary, Oral reading and Comprehension
Picture and context clues	Picture and context clues	Read a Poem related to the story	Sing a song related to the story	Guessing Game
Read a short paragraph orally	Read a short paragraph orally	Read a short paragraph orally	Read a short paragraph orally	Read a short paragraph orally
Game: Message Relay	Game: Let's Go Fishing	Rotational Learning Station (Circus Strategy)	Game: Wheel of Fortune	Game: Step on Me

Week 3: (Sustaining a Culture of Reading)

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Oral Language, Fluency, Comprehension				
Read a story to the Children	Children will read a story with corrective reading	Children will read a story	Children will read a story then retell individually.	Individual Reading
Fill in the Data Collection Matrix (Group) Answer comprehension questions	Group Contest Game: Answer comprehension questions	Differentiated Group Activity Group 1: Role Play/Drama Group 2: Illustrate your favorite part of the story	Retell Answer comprehension questions	Paper and Pencil Assessment Answer comprehension questions through writing Giving of Recognitions

Grade 3

Week 1: (Developing Love for Reading through Varied Activities)

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Phonetic Awareness	Vocabulary	Oral Language and Fluency	Comprehension	Comprehension and oral language
Sing Action songs (Head, shoulder, Knees and Toes)	Play with word games	Tell stories about Pictures	Identifying the elements of stories	Practice Sequencing
Brainstorm about phonetic awareness Example: What part of the body begins with h sound? Write or tell words that begins with h sound.	Group Work Form CVC words from the given meta cards of letters. Use the formed words in phrases or sentences.	Group 1 Role play the story Group 2 Tell the story	Game: Story Elements Relay	Group 1 Present pictures according to the sequence of events in the story Group 2 Retell the story Listened to



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Week 2: (Enjoying Reading through Varied Activities)

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Phonetic Awareness	Oral Reading and Spelling	Oral Language and Fluency	Comprehension	oral language and Fluency
Form words, phrases and sentences through games	Remember Words	Read words containing vowel digraphs and diphthongs	Read phrases, sentences and short stories consisting of 2-syllable words	Read phrases, sentences and short stories consisting vowel diphthongs: oy, oi, ou, ow
Play key board skills games	Carousel Activity Station 1 – Read 1 st hundred words Station 2- Read 2 nd hundred words Station 3- Write all the words remembered from station 1 and 2.	Race in the Maze Activity 1- Read the given words Activity 2- Link the words with the correct pictures Activity 3- Complete the sentences	Climb the Ladder to Get your Prize Step 1: Read the given 2-syllable words Step 2: Read the given phrases with two syllable words Step 3: Read the given sentences Step 4: Read the short story then answer the given questions.	Conduct maze reading activities

Week 3: (Sustaining a Culture of Reading)

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Oral Language, Fluency, Comprehension				
Choral Reading	Children will read a story with corrective reading	Children will read a story	Children will read a story then retell individually.	Individual Reading
Fill in the Data Collection Matrix (Group) Answer comprehension questions	Group Contest Game: Answer comprehension questions using slate board	Differentiated Group Activity Group 1: Role Play/Drama Group 2: Illustrating favorite part of the story	Retell Answer comprehension questions	Paper and Pencil Assessment Answer comprehension questions through writing Give recognitions



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Grades 4-6

Week 1: (Developing Love for Reading through Varied Activities)

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Listening & Oral Language	Vocabulary	Comprehension	Oral Language & Fluency	Comprehension
Read stories to the children	Play Word Race	Practice sequencing	Retell the story (picture guided)	Play Word Games (Crossword Puzzle/Word Hunt)
Share reading experiences	Match word with phrase using pictures	Act out scenes from the story (group activity)	Play with Rhyming words	Check Comprehension (Pick and answer orally)

Week 2: (Enjoying Reading Through Varied Activities)

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>Listening</i>	<i>Reading and Comprehension</i>	<i>Reading and Comprehension</i>	<i>Reading and Comprehension</i>	<i>Vocabulary Development</i>
Read stories to the children	Pair Reading using Story Book (Silent/Oral Reading)	Present the story through Power Point Presentation	Paragraph Reading And forming questions	Crossword Puzzle Word Hunt
Play Spin and guess the word	Question and Answer	E-game (Question and Answer)	Give appropriate ending of a story read	Use word in a sentence

Week 3: (Sustaining a Culture of Reading)

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>Comprehension and Oral language</i>	<i>Comprehension and Oral language</i>	<i>Comprehension</i>	<i>Comprehension</i>	<i>Comprehension</i>
Read stories to children	Read a story by group then individual (Silent/Oral Reading)	Read a story by group then individual	Read a story by group then individual	Read a story by group then individual
Answer comprehension questions orally	Answer comprehension questions	Answer comprehension questions	Answer comprehension questions	Answer comprehension questions
Retell Charade	Act out scenes from the story (group activity)	Illustrate favorite part of the story	Write a 2-stanza poem	Write a new ending for the story Give of recognitions

***Note: Each activity will have separate Filipino and English activities**



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Enclosure 2: Learner's Endorsement for Project BINDIYAN Reading Camp

(LETTERHEAD)

LEARNER'S ENDORSEMENT FOR PROJECT BINDIYAN READING CAMP

Date: _____

This is to certify that _____ with LRN # _____,

a bonafide learner of _____,

(Name of School)

is hereby allowed to attend the Project BINDIYAN Reading Camp from July 25 to August 12, 2022.

Class Adviser

Approved:

School Head/Principal



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Enclosure 3: Parental Consent Form

PARENTAL CONSENT FORM FOR PROJECT BINDIYAN READING CAMP

Date: _____

I, _____ hereby state that I am the _____
(Relationship to the learner)

of _____ with LRN # _____ who is presently in _____.
(Name of the Learner) (Grade Level)

do hereby signify my consent for my child to attend the Project BINDIYAN Reading Camp
from July 25 to August 12, 2022 at _____
(Name of School and Address)

Name and Signature of Parent/Guardian

Date



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Enclosure 4: List of Learners to Attend Project BINDIYAN Reading Camp

(LETTERHEAD)

LIST OF LEARNERS TO ATTEND PROJECT BINDIYAN READING CAMP

Name/s	Grade Level	Reading Proficiency Level	Reading Deficiencies

Prepared:

School Head/Principal



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