

# **THE IMPACT OF THE SQ3R AND GRAPHIC ORGANIZERS IN ENHANCING THE READING COMPREHENSION SKILLS OF GRADE 7 STRUGGLING READERS**

A Completed Action Research Report Funded by  
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Submitted to the Region Research Committee (RRC)  
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through the  
Schools Division Research Committee (SDRC)  
Schools Division Office of Catanduanes  
Virac, Catanduanes

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School Principal III  
Bato Rural Development High School

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June 2024

## **ABSTRACT**

**PRENSADER, SONIA V.** THE IMPACT OF THE SQ3R AND GRAPHIC ORGANIZERS IN ENHANCING THE READING COMPREHENSION SKILLS: A TRAINING PROPOSAL

Date of TA: **June 24, 2024**

This action research titled “The Impact of SQ3R and Graphic Organizers in Enhancing the Reading Comprehension Skills of Grade 7 Struggling Readers” was conducted at Bato Rural Development High School for SY 2023-2024/

The study answered the following questions: 1) What is the level of reading comprehension skills of students using the conventional strategy; 2) what the level of the reading comprehension skills of students is using the SQ3R and graphic organizers and 3) Is there a significance difference in reading comprehension skills of students using the conventional strategy and SQ3R and graphic organizers.

There were 50 students participated in the action research. They were grouped into 2. The first group was taught of reading using the conventional approach while the second group used the SQ3R (Survey, Question, Read, Recite and Review) and Graphic Organizers (GO's).

Both groups had the same lessons and evaluation. After each lesson, there were an evaluation of the reading lessons with different reading skills. The result of the evaluation was subjected to the statistical treatment to find out if there is a significance difference between using the conventional strategy and the SQ3R and GO's

The finding of the study revealed that the average level of the reading comprehension of students based on the test result using the conventional strategy was poor while for the SQ3R and graphic organizers was satisfactory. The t-test

also computed value underscored that SQ3R and graphic Organizers is significantly better in enhancing the reading comprehension skills of students compared to the conventional strategy; thus, it is highly recommended to reading teachers to employ SQ3R and GOs in teaching reading comprehension skills.

## **ACKNOWLEDGEMENT**

A journey is worth travelling with the company of people of good hearts.

With me alone, this research may have not been realized. Deepest appreciation is extended. Bato Rural Development High School teachers and employee namely: Ms. Jolina G. Bien and Ms. Sharra Phem T. Torres for helping me preparing the materials. Likewise, to Mrs. Lorna T. Teston for the assistance in preparation of snacks of students and other needs and to Mr. Zinco Tapel for doing the statistics.

The guidance of Mr. Rey Bonayon, Ms. Aroline Borja, Mr. Floren Magdayao Clavo of the SDO Catanduanes and the Regional Research Committee paved the way for the research completion in which the Researcher was truly grateful.

My sincerest gratitude goes also to my husband and children and above all to Almighty Father, the source of my strength, inspiration, courage and wisdom to continue this action research for the benefits of the learners and for the glory of His name.

## TABLE OF CONTENTS

	Page
Title Page .....	i
Abstract .....	ii
Acknowledgment .....	iv
Table of Contents .....	v
Lists of Tables.....	vi
Full Body of the Text of the Research	
I. Context and Rationale .....	2
II. Innovation, Strategy, and Intervention .....	5
III. Action Research Questions .....	7
IV. Action Research Methods .....	7
a. Participants and other Sources of Data and Information .....	7
b. Data Gathering Methods .....	7
V. Discussion of Results and Reflections .....	8
VI. Advocacy, Utilization, and Dissemination .....	13
VII. References .....	14
VIII. Financial Report .....	15
Attachment Receipt.....	16
ANNEXES.....	22
Annex 1 Letter of Information from the RRC Chair.....	22
Annex 3 Declaration of Anti-Plagiarism and	
Absence of Conflict of Interest.....	22

Annex 4A Lesson plans for SQ3R and Graphic Organizers .....	25
Annex 4B Lesson Plan for Conventional Strategy.....	36

## LIST OF TABLES

Table		Page
1	Level of Comprehension Skills of Group 1 under Conventional Strategy .....	9
2	Level of Comprehension Skills under SQ3R and Graphic Organizers .....	10
3	Comparison of Level of Comprehension Skills Between Conventional Strategy and SQ3R and Graphic Organizer .....	12
4	Advocacy, Utilization, and Dissemination .....	15
5	Financial Report .....	17

## **I. CONTEXT AND RATIONALE**

Philippine Constitution Article IV Section 1 says “The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all”; hence, it is the responsibility of the Department of Education as the agency entrusted by the government for the Filipino learners to receive quality education as one basic right of Filipino children.

Contrary to what is expected, the present situation of education is confronted with various roadblocks in providing quality education since based on the results of National Achievement Tests and other assessments, the result is frustrating to note particularly in reading.

To cite one evidence of the dwindling ability of students in reading the result of PISA (Programme for International Student Assessment) in 2018, Philippines ranked last in reading.<sup>i</sup> The study conducted by Cabardo (2017) in one of the performing schools in Davao City to determine the reading proficiency level of year 1 to year 3 as basis for reading intervention program using PHIL-IRI materials revealed that majority of the students belonged to frustration level of reading proficiency.

The problem needs to be addressed. Infact, DepEd Order No. 45 s. 2023 requires the implementation of the Reading Literacy Program in the Elementary School. Even the role of the parent is emphasized in the DepEd Memorandum No. 66 s. 2022: Every Parent is a Reading Teacher Project.

DepEd Memorandum No. 0012. s. 2024 titled “Implementation of Catch - Up Fridays” which is the DepEd initiative to provide opportunities to enhance learners’ academic performance particularly the low proficiency levels in reading based on national and international large-scale assessments.

In support to the implementation of Catch Up Fridays, Bato Rural Development High School conducted oral reading from Grade 7 to 12 in SY 2023-2024 and it was find out that there were 159 from grade 7 to 12 who cannot read using the RLA (Literacy Assessment) provided by the DepEd; hence, the school implemented the “Just Read Program” approved by the Schools Division Office; however, the intervention centered only in oral reading.

The problem in reading does not only exist at Bato Rural Development High School. In fact, the schools too in the Schools Division of Catanduanes have been conducting reading interventions tagged as “Brigada Pagbasa” as part of the Brigada Eskwela activities involving volunteer tutors and the school stakeholders. As part also of the learning recovery plan of the Division, the 8-week curriculum in the Division of Catanduanes for grades 1 to 3 focusing on reading before a pupil be promoted to higher grade level has been in second year of implementation.

Despite the conduct of numerous interventions, still the problem in reading exists particularly at Bato Rural Development High School. Hence, the researcher prompted to do action research as one solution utilizing the findings of the previous studies conducted on how to improve the reading comprehension of the students.

One finding why students suffer from reading difficulties is the students’ lack of engagement with the reading text as claimed by Carlston (2012) that one of the



barriers in developing reading comprehension is students' failure to connect with the content when they read. Students with an inadequate reading skill may fail to understand the material.

While reading should be an active process, it has been an observation that classes still adopt the conventional strategy in their teaching. This method follows as usual pattern: The teacher gave basic knowledge, asked the students to read the text, and have students answer the questions from the text or from the teacher and then correct the answers. This situation does not promote active participation in teaching learning process.

There have been researches on how to make reading an active process. One effective strategy in enhancing the reading comprehension of the students is SQ3R. In the study of Cataraja, there was a significant difference between the reading comprehension of the students exposed to SQ3R in developing the students' reading comprehension than in conventional reading strategy. SQ3R stands for Survey, Question, Read, Recall and Review. This strategy imitates competent readers' reading pattern. It also provides suitable models for struggling readers to follow and illustrates the purpose of reading ability. The SQ3R strategy does not only improve reading ability but also makes reading simpler and more enjoyable.

Similar study was conducted by Mirafuentes et al (2015) It was found out that in the level of the reading comprehension level in the first assessment was under the beginner level. After, they were exposed to SQ3R method, the second assessment result was in approaching proficiency.

Another found effective in the study of Batinga et al (2020) in improving comprehension skill is the use of Graphic Organizers (GO's). Finding showed that the use of GO's in enhancing reading comprehension has a positive impact on the students. Graphic organizers are visual or graphic display that depict the relationship between facts, terms and ideas within a learning task (Hall & Strangman). Graphic organizers include semantic maps, semantic feature analysis, cognitive maps, story maps, framed outlines and Venn diagram (Kim, Vaughn, Wanzek & WEI, 2004).

Shaw et al. (2012) as well as Ozmen (2011) examined the idea that using GO's at a certain point during a lesson will make their use more effective. Shaw Shaw et al. (2012) result reinforced GO's as being much more useful following reading but not as an overview.<sup>ii</sup> Ozmen (2011) data concluded that effects of GO's were similarly useful in whatever order they are given to students.

Anchored on the two strategies to develop the reading comprehension skills of the students, this action research combined the two for reading interventions aiming to improve the reading proficiency along comprehension of the subjects of the research.

## **II. INNOVATION, INTERVENTION AND STRATEGY**

The teaching of reading was done in two ways. The first was the conventional strategy which mainly involved the following steps: Unlocking of difficulties in pre-reading and asking the motive questions. In during reading is reading of the text and lastly answering the comprehension questions under post reading activity.

The second which was the intended intervention needed to address reading difficulties of the second group of identified grade 7 students was the combination of the SQ3R and GO's.

The teaching of reading using combined SQ3R and GO's under the procedure of the lesson was done with the following steps:

1. The teacher let first the students Surveyed the material by introducing the words in the selection, letting the students say something about the selection based on their previous knowledge and other activity aiming for the students to have an idea of the text before reading it.
2. Under Question part, teacher posted questions regarding the text based on the identified readings skills and students scanned the text /selection to look for the answers.
3. After finding the answers, the students Read the whole text twice. First reading was through oral and second was silent reading
4. The students were exposed to activity with the use of graphic organizer under Review.
5. For Recite part, students were engaged in an activity using the graphic organizer based on the targeted reading comprehension skill.
6. Finally, an evaluation as part of the lesson was conducted in which the students answer the 5 comprehension questions.

In both the conventional and the SQ3R and GO's, there were 5 reading lessons with different reading skills. First lesson was noting cause and effect,

second was noting important details, third was arranging events in chronological order, fourth was making an inference and fifth was predicting outcome.

### **III. ACTION RESEARCH QUESTIONS**

The action research sought to answer the following:

1. What is the reading comprehension level of students using the conventional approach?
2. What is the reading comprehension level of students using SQ3R and GO's in teaching reading?
3. Is there a significant difference between the reading level of students using the conventional approach and SQ3R strategy and GO's?

### **IV. ACTION RESEARCH AND METHODS**

#### **a. Participants/ Source of Data and Information**

The participants of the action research were the grade 7 students who were identified struggling in comprehension based on the result of pretest and recommendation of the adviser. They were grouped into two. The first group with 25 students were subjects for reading lessons using the conventional approach while the second group of 25 students were the participants who attended the reading lessons using the combined SQ3R and GO's.

#### **b. Data Gathering Methods.**

Before the conduct of the research, the researcher asked necessary permissions from the parents and legal guardians of the student-participants. Orientation to both parents and legal guardians and to the student-participants were conducted. Parental consents were also secured.

The interventions were conducted to 2 separate groups. One group was taught using the conventional strategy while the other group was taught using the SQ3R and GO's. The intervention was implemented with 5 reading lessons with different reading skills.

After the implementation, quantitative and qualitative data were collected and analyzed. In quantitative the results of the tests for both conventional and SQ3R and GO's used to identify the comprehension skills of the students.

The result was subjected to simple statistical treatment such as summation of the test scores and getting the average and percentage of the average score and was interpreted as: Poor (50 % and below), Satisfactory (51% to 75), Very Satisfactory (76% 95%), and Excellent (95% and above).

The To find out if there was a significant difference between the two strategies, the t-test was computed.

For the qualitative data, aside from the actual observation of the Researcher to the class while having reading lessons, simple questions in the class were asked by the Researcher and these include: "Did you learn from the reading lessons?" and "Did you enjoy the reading lessons?".

## **V. DISCUSSION OF RESULTS AND REFLECTION**

### **1. Reading Comprehension Level of Students Using The Conventional Approach**

Table 1 presents the level of comprehension skills of students taught using the conventional approach.

**Table 1**

Level of Comprehension Skills of Students taught using Conventional Strategy

<b>Lesson</b>	<b>Reading Skills</b>	<b>Average Score</b>	<b>Percentage</b>	<b>Level of Comprehension skills</b>
1	Noting cause and Effect relationship	2.00	40.0%	Poor
2	Noting details	2.52	50.4%	Poor
3	Arranging event in chronological order	2.20	44.0%	Poor
4	Making inferences	1.60	32.00%	Poor
5	Making Prediction	1.92	38.40%	Poor
<b>Average</b>		<b>2.05</b>	<b>40.96%</b>	<b>Poor</b>

As shown, the result of the tests after each lesson showed that the average score of students under conventional strategy was poor based on the Researcher's categorization. It further revealed that the students scored better in noting details and arranging events in chronological. These reading skills are in lower level which belong to literal or remembering level compared to noting cause and effect, making inferences and predicting level which are of higher level based on Bloom's Taxonomy of Learning Outcomes.

Further, based from the actual observation of the students' interest and engagement with the reading lessons were also negative. The learners found the lessons boring and uninteresting. The Researcher even heard one student saying "Kangangalas man ning pabasa basa" (Frequent reading makes me bored).

Analyzing further the result, the performance of students in reading comprehension may be poor due to non-use of strategies. The teacher was comfortable using the conventional. Besides, the DepEd template for lesson plan

based on DepEd Order No. 42. S. 2016 titled “Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education” is general in nature; hence, teachers fitted in the lesson in the provided template not the strategy suited for reading lessons.

One reasons for non-use of reading strategies might be that teachers did not have time anymore to prepare the lesson with this strategy due to time constraint. One teacher in Junior High School at this school has an average teaching load of 5 to 6 hours per day and handling 250 to more than 300 students.

Further, teachers may not be mindful of the different reading skills and the particular reading strategy for each skill. The reading lessons are for general comprehension of the text not the particular reading skill needed to be developed.

## 2. Reading Comprehension Level of Students Taught Using SQ3R and Graphic Organizers

Table 2 presents the reading comprehension level of students taught using SQ3R and GO's

**Table 2**

Level of Comprehension Skills under SQ3R and Graphic Organizers

Lesson	Reading Skills	Average Score	Percentage	Level of Comprehension Skills
1	Noting cause and Effect relationship	2.04	40.8%	Poor
2	Noting details	2.76	55.2%	Satisfactory
3	Arranging events in chronological order	2.68	53.6%	Satisfactory
4	Making inferences	2.96	59.2%	Satisfactory
5	Making Prediction	3.60	72.0%	Satisfactory
<b>Average</b>		<b>2.05</b>	<b>2.81</b>	<b>Satisfactory</b>

As shown, only in noting cause and effect relationship was poor. All were satisfactory. Though in summary, the SQ3R and GO's are effective in enhancing the reading comprehension of the students based on the general result, the SQ3R and GO's were better strategies in developing higher levels of reading skills such as predicting outcome and making inferences. This means that in particular reading skills, there is a suited strategy. One size fits all is not advisable in reading lessons.

Aside from the satisfactory test result, it can be noted that in this strategy, students were participative and more engaged with the text and lessons. Through the activities, they were taught a particular reading skill not through the lecture or discussion of the teacher. They were not passive but active participants in the lesson activities.

To validate the effectiveness of the SQ3R and GO's, the Researcher asked the students two questions: 1. Did you learn from the reading lessons? Did you enjoy the lessons? In unanimous and loud voice, the participants answered "Yes".

The result further validated the claim of studies that SQ3R and GO's were really effective in teaching reading comprehension skills but seldom used in the classroom. The non-use of specific reading strategies inside the classroom could be one cause of deteriorating reading abilities of students particularly in comprehension which still needs further investigation.



### 3. Significant Difference Between the Reading Level of Students Using the Conventional Approach and SQ3R Strategy and Graphic Organizers

To find out whether, there was a significant difference on the test result using the conventional and the SQ3R and GO's, the result of the tests for both the conventional and SQ3R and GO's were subjected to two-sample t-test assuming unequal variances. Computations were administered using Data Analysis in Microsoft Excel.

Table 3 shows the test of significant difference between the reading level of students using the conventional approach and SQ3R strategy and GO's.

**Table 3**

Comparison of Level of comprehension Skills between Conventional Strategy and SQ3R and GO's

Test Statistics	t stat	Critical Value	p-value	df	Decision	Interpretation
t-test: Two-Sample assuming Unequal Variances	4.994	2.018	0.00001	42	Reject Ho	There is a significant difference between the reading level of students using the conventional approach and SQ3R strategy and Graphic organizers.

*Ho: there is no significant difference between the reading level of students using the conventional approach and SQ3R strategy and Graphic organizers.*

Level of Significance:  $\alpha = 0.05$

The null hypothesis posed that there is no significant difference between the reading level of students using the conventional approach and SQ3R strategy and GO's . This shall be rejected if computed t stat is greater than or equal the critical value and if the p-value is less than or equal the 0.05 level of significance. Two tailed test was used as the basis of rejection.

As shown, the computed value of t stat was 4.994 which is greater than the critical value of 2.018 and the p-value of 0.00001 is less than 0.05 level of

significance. Therefore, using SQ3R and GO's is significantly better than the conventional strategy in enhancing the reading comprehension skills of the students.

## VI- Advocacy, Utilization, and Dissemination

With the findings of the action result that using SQ3R and GO's, the researcher undertook this plan of actions:

**Table 4**

Objective	Activity	Timeline	Resources Need
Disseminate the result of the findings of the research	Prepare proposal	Second week of May, 2024	Time
	Disseminate the result to the parents Publish the result of the research in the local tabloid	First week of July, 2024	
Provide technical assistance to the teachers in using the SQ3R and GO's	Hold a Professional Development Plan to Filipino, English and Reading Teachers with the following steps: 1. Preparation of training matrix 2. Preparation of session guides 3. Conduct of the training 4. Conduct of return demo	Second week of July, 2024	Time and food
Have a ready lesson for Grade 7 and 8 using the SQ3R And GO's	Conduct a Write shop session in the preparation of the lessons with the following action steps: 1. Preparation of write shop plan 2. Conduct of write shop 3. Conduct of quality assurance of the learning lessons and materials 4. Pilot the Lessons and evaluate the result	First week of July, 2024	Coupon bond, printer, ink and food
Ensure the proper implementation /execution of the prepared lessons plans in Reading/English	Monitoring and evaluation of the lessons prepared.	SY 2024-2025	Time

## VII- REFERENCES

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## VIII- Financial Report

**Table 6**

ACTIVITY	CASH OUT	BALANCE
Basic Education Research Fund (BERF)		Php 15,000
1. Crafting and preparation of Research Paper Proposal and Completed action Research	Php 14,860.00	Php 140.00
2. Travel to School District Office for the submission of the revised Research Paper for evaluation	Php 140.00	Php 0.00

ATTACHMENTS OF RECEIPT

**PAT P. ROJAS SIBO**  
 11 2954910-37. PATO-BA-11  
 A 154-506-066-0001

3/7/24

5 other minute raid

500

Empanada - 750

₱ 1,250  
 50 - pajak

3 7 2024

Received from Soma V. Prensader  
 the amount of 340.00 (Bottled  
 water) for the snacks of  
 Grade 7 in participating in  
 Action Research.

Helen C. Molina  
 Canteen Manager

# RECEIPT

Date MARCH 7, 2024

RECEIVED from BRDHS  
 Address \_\_\_\_\_  
 the sum of Pesos ₱ 750.00  
 as ☒ full / ☐ partial payment for SNACKS

Partial \_\_\_\_\_ Cash ☒  
 Balance \_\_\_\_\_ Check No. \_\_\_\_\_

Received by:

[Signature]  
 Authorized Signature

## RECEIPT

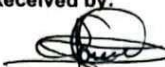
Date MARCH 05, 2024RECEIVED from BRDHS

Address \_\_\_\_\_

the sum of Pesos ₱ 1,270.00as ☒ full / ☐ partial payment for (SNACKS)Partial \_\_\_\_\_ Cash ☒

Balance \_\_\_\_\_ Check No. \_\_\_\_\_

Received by:



Authorized Signature

ROJAS STORE  
THE ROJAS ST. BATO CATALAN  
TEL 154-505-848-0000

3/5/24

5 min minute paid SN

8

3/5/2024

cup calor - 41 x 8 = 328

VIVA

VIGA - 9 x 5 = 45

₱ 373

3-05-2024

Received from Mrs. Sonia Y.  
Prensader the amount of 310.00  
(bottled water) for the snacks  
of grade 7 participating in  
Action research.

Hw

HELEN C. MOLINA  
Canteen Manager

March 4, 2024

Received from Mrs. Sonia V. Prensader the amount of 2,458.00 as breakdown as follows; for the snacks of Grade 7 participating in Action Research.

50 ps.	Pansit Bato	1,100
50 ps.	Zesto	1,045
50 ps.	Water	313
		<u>2,458.00</u>

Hw

Helen C. Molina  
Canteen Manager

March 8, 2024

Received from Mrs. Sonia V. Prensader the amount of 2,468 as breakdown as follows: for the snacks of Grade 7 participating in Action Research.

50 ps.	Cheese Burger	1,425
50 ps.	C2	750
50 ps.	Bottled Water	313
		<u>2,468.00</u>

Hw

Helen C. Molina  
Canteen Manager



March 9, 2024

Received from Mrs. Sonia V. Prensader the amount of 2,458.00 as breakdown as follows; for the snacks of Grade 7 participating in Action Research.

50 ps.	Pansit Bato	1,100
50 ps.	Zesto	1,045
50 ps.	Water	313
		<u>2,458.00</u>

Hw

Helen C. Molina  
Canteen Manager

March 8, 2024

Received from Mrs. Sonia V. Prensader the amount of 2,468 as breakdown as follows: for the snacks of Grade 7 participating in Action Research.

50 ps	Cheese Burger	1,425
50 ps.	C2	350
50 ps.	Bottled Water	313
		<u>2,468.00</u>

Hw

Helen C. Molina  
Canteen Manager

**THEMELIUS TRADING & PRINTING SERVICES**  
 Salvacion, Virac, Catanduanes  
 Aida R. Dungca-Prop. VAT Reg. TIN: 132-436-147-00000

**SALES INVOICE**

Sold to: **SONIA PRENSADER** Date: **3-7-2024**

TIN: \_\_\_\_\_ Terms: \_\_\_\_\_  
 Address: **BATO** OSCAPWD ID No.: \_\_\_\_\_  
 Card holder's  
 Business Style: \_\_\_\_\_ Signature: \_\_\_\_\_

QTY	UNIT	ARTICLES	UNIT PRICE	AMOUNT
1	UN	COUPON LONG	230	230
Total Sales (VAT Inclusive)				230
Less: VAT				24.86
Amount Net of VAT				205.14
VAT-Exempt Sales				
Less: SC/PWD Discount				
Zero Rated Sales				
Amount Due				
VAT Amount				
TOTAL AMOUNT DUE				230

200 bkts (2x) 10001-20000 This invoice shall be valid for five (5) years from the date of ATP  
 BIR Auth to Print No.: 069AU20210000000264  
 Date Issued: 09-03-21 Valid Until: 09-02-26  
 JRL Printing Press & Gen. Mds. **JRL**  
 TIN: 102-159-598-000  
 Printer's Accord'n No. 069MP20190000000004  
 Date Issued: 02-08-19  
 Cashier/Authorized Representative

**THEMELIUS TRADING & PRINTING SERVICES**  
 Salvacion, Virac, Catanduanes  
 Aida R. Dungca-Prop. VAT Reg. TIN: 132-436-147-00000

**SALES INVOICE**

Sold to: **SONIA PRENSADER** Date: **3-7-2024**

TIN: \_\_\_\_\_ Terms: \_\_\_\_\_  
 Address: **BATO** OSCAPWD ID No.: \_\_\_\_\_  
 Card holder's  
 Business Style: \_\_\_\_\_ Signature: \_\_\_\_\_

QTY	UNIT	ARTICLES	UNIT PRICE	AMOUNT
1	PC	1MK	400	400
Total Sales (VAT Inclusive)				400
Less: VAT				42.86
Amount Net of VAT				357.14
VAT-Exempt Sales				
Less: SC/PWD Discount				
Zero Rated Sales				
Amount Due				
VAT Amount				
TOTAL AMOUNT DUE				400

200 bkts (2x) 10001-20000 This invoice shall be valid for five (5) years from the date of ATP  
 BIR Auth to Print No.: 069AU20210000000264  
 Date Issued: 09-03-21 Valid Until: 09-02-26  
 JRL Printing Press & Gen. Mds. **JRL**  
 TIN: 102-159-598-000  
 Printer's Accord'n No. 069MP20190000000004  
 Date Issued: 02-08-19  
 Cashier/Authorized Representative

Nº 016580

**THEMELIUS TRADING & PRINTING SERVICES**  
 Salvacion, Virac, Catanduanes  
 Aida R. Dungca-Prop. VAT Reg. TIN: 132-436-147-00000

**SALES INVOICE**

Sold to: **Bato Rival (SONIA PRENSADER)** Date: **3-8-2024**

TIN: \_\_\_\_\_ Terms: \_\_\_\_\_  
 Address: **hudo Bato** OSCAPWD ID No.: \_\_\_\_\_  
**Catanduanes**  
 Card holder's  
 Business Style: \_\_\_\_\_ Signature: \_\_\_\_\_

QTY	UNIT	ARTICLES	UNIT PRICE	AMOUNT
3	Rms	COUPON short	220	660
8	Rm	COUPON A4	220	1840
Total Sales (VAT Inclusive)				2500
Less: VAT				267.86
Amount Net of VAT				2232.14
VAT-Exempt Sales				
Less: SC/PWD Discount				
Zero Rated Sales				
Amount Due				
VAT Amount				
TOTAL AMOUNT DUE				2232

200 bkts (2x) 10001-20000 This invoice shall be valid for five (5) years from the date of ATP  
 BIR Auth to Print No.: 069AU20210000000264  
 Date Issued: 09-03-21 Valid Until: 09-02-26  
 JRL Printing Press & Gen. Mds. **JRL**  
 TIN: 102-159-598-000  
 Printer's Accord'n No. 069MP20190000000004  
 Date Issued: 02-08-19  
 Cashier/Authorized Representative

Nº 016645

## ANNEX 1

## Letter of Information from the RRC Chair

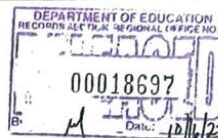


Republic of the Philippines  
Department of Education  
REGION V - BICOL

Office of the Assistant Regional Director

October 13, 2023

**SONIA V. PRENSADER**  
School Principal III  
Bato Rural Development High School  
Bato, Catanduanes



Dear Mr. Prensader:

This refers to the research proposal duly approved by the Schools Division Research Committee (SDRC) which was favorably submitted to this Office for possible funding under the CY 2024 Basic Education Research Fund (BERF) Grant Facility.

This Office, through the Regional Research Committee (RRC), is pleased to inform you that the research proposal entitled **"THE IMPACT OF SQ3R AND GRAPHIC ORGANIZER IN ENHANCING THE READING COMPREHENSION SKILLS OF GRADE 7 STRUGGLING READERS"**, has been approved for implementation following the provisions provided for under DepEd Order No. 16, s. 2017.

In this regard, the processing of tranches for the BERF Facility funding and its deliverables is shown in the table below and shall serve as liquidation documents:

TYPE OF RESEARCH	TRANCHE	PERCENTAGE	DELIVERABLES
ACTION RESEARCH	FIRST TRANCHE	80 %	<ul style="list-style-type: none"> <li>• Work Plan</li> <li>• Certificate of Acceptance for the Deliverable</li> <li>• Copy of MOA</li> </ul>
	LAST TRANCHE	20 %	<ul style="list-style-type: none"> <li>• Final Report</li> <li>• Certificate of Acceptance from Regional Research Committee (RRC)</li> <li>• Copy of MOA</li> </ul>

Kindly take note that in the event that the research proponent failed to complete and submit the deliverables as scheduled, the research proponent shall be required to return the amount granted in full through direct payment or salary deduction within six (6) months.

Further, strict adherence to the provisions of DepEd Order No. 16, s. 2017 dated March 20, 2017 is hereby directed.

For questions and further clarifications, please coordinate with the Regional Research Committee through the Policy, Planning, and Research Division (PPRD).

We look forward to the successful implementation of your research. Thank you.

Very truly yours,

**BEBIANO J. SENTILLAS**  
Assistant Regional Director  
Chair, Regional Research Committee

PPRD/hrm  
10/13/23



Regional Center Site, Rawis, Legazpi City 4500

0909 516 9555

region5@depd.gov.ph

## ANNEX 3

## Declaration of Anti-Plagiarism and Absence of Conflict of Interest



Republic of the Philippines  
Department of Education  
Region V  
SCHOOLS DIVISION OF CATANDUANES

**DECLARATION OF ANTI-PLAGIARISM**

1. I, **SONIA V. PRENSADER**, understand that plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/or using some parts of their work without proper acknowledgement and referencing.
2. I hereby attest to the originality of this research proposal and has cited properly all the references used. I further commit that all deliverables and the final research study emanating from this proposal shall be of original content. I shall use appropriate citations in referencing other works from various sources.
3. I understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education.

Proponent: **SONIA V. PRENSADER**

Signature: 

Date: 5/28/21





Republic of the Philippines  
Department of Education  
Region V  
SCHOOLS DIVISION OF CATANDUANES

---

**DECLARATION OF ABSENCE OF CONFLICT OF INTEREST**

1. I, **SONIA V. PRENSADER**, understand that conflict of interest refers to situations in which financial or other personal considerations may compromise my judgement in evaluating, conducting, or reporting research.
2. I hereby declare that I do not have any personal conflict of interest that may arise from my application and submission of my research proposal. I understand that my research proposal may be returned to me if found out that there is conflict of interest during the initial evaluation as per paragraph 2, of part ii.a, under section V.B. of DepEd Order 16, s. 2017.
3. Further, in case of any form of conflict of interest (possible or actual) which may inadvertently emerge during the conduct of my research, I will duly report it to the research committee for immediate action.
4. I understand that I may be held accountable by the Department of Education for any conflict of interest which I have intentionally concealed.

Proponent: **SONIA V. PRENSADER**

Signature: \_\_\_\_\_

Date: 5/28/21

## ANNEX 4A

### LESSON PLANS For SQ3R and GRAPHIC ORGANIZER LESSON NO. 1 IN READING COMPREHENSION

READING SKILL	Noting Cause and Effect Relationship																	
READING SELECTION	Paragraph About Environmental Destruction The ill-effect of the environmental destruction such as deforestation is now slowly felt. Due to deforestation, floods and landslide occur every time there is a typhon or even just a heavy rain causing damaged properties. The damaged of the properties results also in poverty. Due to poverty, the people are deprived of better health facilities and comfortable life situation. Thus, it is really a must that the nature should be protected to avoid the wrath which ultimately put the lives in danger.																	
STRATEGY	SQ3R and Graphic Organizer																	
DURATION	2 Hours																	
PROCEDURE																		
A. Surveying	A. The teacher let the students survey the materials to find the following words: 1. Destruction 2. Environment 2. Deforestation 3. Poverty 4. Floods 5. Landslide B. The teacher let the students say something about the word. Then, teacher writes their answers on the board through concept map for the all the students to know the meaning. Teacher helps students to come up with the correct meaning. C. The students identify the cause and the effect of the underlined words in each sentence. 1. <u>Deforestation</u> is the cause of <u>landslide</u> 2. Because of <u>typhoon</u> , people suffer from <u>poverty</u> . 3. <u>Damaged of properties and loss of lives</u> are the effects of <u>typhoon</u> .																	
B. Question	Before letting the students read the paragraph, teacher posts the following questions for the students to look for the answer while reading the paragraph 1. In the first sentence, what is now being felt? 2. In the second sentence, what happens when there is typhoon or heavy rain? 3. In the third sentence, what happens when the properties are damaged? 4. In fourth sentence, what are the effects of poverty?																	
C. Read	Teacher Reads the paragraph first. Then, the students read the paragraph twice. First and second reading is done silently while third and fourth reading orally. Then oral reading of the whole class.  Note: Here, the teacher should not stop reading until all students read the whole paragraph. Other oral reading strategy may be used for students to be interested in reading																	
D. Recite	The students will be grouped into five. Each group will fill in the table. Students will fill in the table with correct words from the paragraph <table><tr><th>CAUSE</th><th>WORSE THAT SHOW CAUSE AND EFFECT</th><th>EFFECT</th></tr><tr><td>1.Damaged properties</td><td>are caused by</td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr><tr><td>4.</td><td></td><td></td></tr></table>			CAUSE	WORSE THAT SHOW CAUSE AND EFFECT	EFFECT	1.Damaged properties	are caused by		2.			3.			4.		
CAUSE	WORSE THAT SHOW CAUSE AND EFFECT	EFFECT																
1.Damaged properties	are caused by																	
2.																		
3.																		
4.																		
E. Review	After students fill in the table, they will write the information from the table for each number to form a sentence. Example: Damaged properties are caused by typhoon.																	

	Each group presents their answer.
<b>EVALUATION</b>	<p>Directions: Choose the correct answer</p> <ol style="list-style-type: none"> <li>What is meant by effect?             <ol style="list-style-type: none"> <li>Result</li> <li>Root</li> <li>Cause</li> <li>Reason</li> </ol> </li> <li>What is being destroyed mentioned in the first sentence?             <ol style="list-style-type: none"> <li>Houses</li> <li>Properties</li> <li>Environment</li> <li>None of the above mentioned</li> </ol> </li> <li>What is one sign of environmental destruction?             <ol style="list-style-type: none"> <li>Landslide</li> <li>Deforestation</li> <li>Floods</li> <li>All of the above</li> </ol> </li> <li>What causes floods and landslide based on the paragraph?             <ol style="list-style-type: none"> <li>Environmental destruction</li> <li>Deforestation</li> <li>Typhoon</li> <li>Damaged properties</li> </ol> </li> <li>What is the effect of damaged properties?             <ol style="list-style-type: none"> <li>Poverty</li> <li>Deprivation of better health facilities</li> <li>Wrath</li> <li>All of the above mentioned</li> </ol> </li> </ol>

### Lesson 1

Directions: Choose the correct answer

- What is meant by effect?
  - Result
  - Root
  - Cause
  - Reason
- What is being destroyed mentioned in the first sentence?
  - Houses
  - Properties
  - Environment
  - None of the above mentioned
- What is one sign of environmental destruction?
  - Landslide
  - Deforestation
  - Floods
  - All of the above
- What causes floods and landslide based on the paragraph?
  - Environmental destruction
  - Deforestation
  - Typhoon
  - Damaged properties
- What is the effect of damaged properties?
  - Poverty
  - Deprivation of better health facilities
  - Wrath
  - All of the above mentioned

## LESSON NO. 2 IN READING COMPREHENSION

<b>READING SKILL</b>	Note important details in a story														
<b>READING MATERIALS</b>	<p>Copy of the Story titled "Dahong Maria"</p> <p style="text-align: center;">Dahong Maria</p> <p>There are many stories regarding the legend of "Dahong Maria" One popularly known to the barangay folks is the story happened during the Spanish period in Bato, Catanduanes.</p> <p>During the Spanish Regime, there was once a Spaniard who happened to pass by the Bato River and saw there a beautiful lady washing clothes. Her name was Maria. She sat on the big stones while doing the laundry. The Spaniard was mesmerized of the beauty of the lady. Her black hair reached her waistline. Her smile was like a smile of an angel. The Spaniard rushed toward the lady and in Spanish he greeted her: "Buenas Dias Senorita". Surprised and afraid of the stranger for she did not understand what the Spaniard said, she ran fast thinking to escape the death in the hands of the Spaniard just like what happened to her father. The Spaniard was left surprised of Maria's action. While running fast, the lady suddenly fell down. She had cut in her head that kept the blood oozing. She was brought to "Impong Sela" for treatment but the wound never healed until she lost her life. The family felt so sad of Maria's early death. They prayed to "Bathala" fervently to bring back to life Maria. As days passed, they were surprised to see a tiny green plant growing in the place where they buried Maria. They named the plant "Dahong Maria" and later on they discovered that it could be used for healing wounds.</p>														
	SQ3R and Graphic Organizers														
<b>DURATION</b>	2 Hours														
<b>PROCEDURE</b>															
A. Surveying	<p>A. Teacher asks the students:</p> <ol style="list-style-type: none"> <li>1. Do you know what a legend is?</li> <li>2. What legend do you know?</li> </ol> <p>B. Teacher let students share the legend they know.</p> <p>C. Teacher let the students survey the text and find words unfamiliar to them. Teacher writes the word on the board. For each word teacher guides the students to come up with the correct meaning.</p>														
B. Question	<p>Before letting the students read the story, teacher posts the following guide questions:</p> <ol style="list-style-type: none"> <li>1. Who was the main character of the story?</li> <li>2. When did the story happen?</li> <li>3. Why did Maria run away from the Spaniard?</li> <li>4. What happened to Maria when she ran away?</li> <li>5. What was Maria's family prayer to "Bathala" when Maria died?</li> <li>6. What did the Maria's family see in the burial ground of Maria?</li> </ol>														
C. Read	<p>Teacher reads first the story while students listen. Then, students read the story orally and silently (Note: Students must be given enough time to read) .While reading they find and write the answers on the table</p> <table border="1"> <thead> <tr> <th>Question</th><th>Answer</th></tr> </thead> <tbody> <tr> <td>1Who was the main character in the story?</td><td></td></tr> <tr> <td>2. When did the story happen?</td><td></td></tr> <tr> <td>3.Why did Maria run away from the Spaniard?</td><td></td></tr> <tr> <td>4.What happened to Maria when she ran away?</td><td></td></tr> <tr> <td>5.What was Maria's prayer to "Bathala" when she died</td><td></td></tr> <tr> <td>6.What did the family see in the burial ground of Maria?</td><td></td></tr> </tbody> </table>	Question	Answer	1Who was the main character in the story?		2. When did the story happen?		3.Why did Maria run away from the Spaniard?		4.What happened to Maria when she ran away?		5.What was Maria's prayer to "Bathala" when she died		6.What did the family see in the burial ground of Maria?	
Question	Answer														
1Who was the main character in the story?															
2. When did the story happen?															
3.Why did Maria run away from the Spaniard?															
4.What happened to Maria when she ran away?															
5.What was Maria's prayer to "Bathala" when she died															
6.What did the family see in the burial ground of Maria?															
D. Recite	All students are given time to recite their answers on the table														



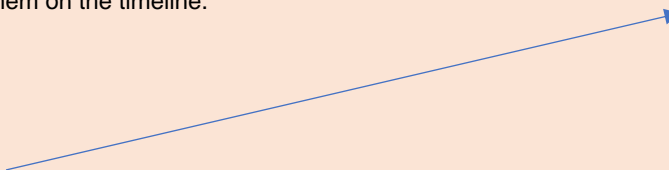
E. Review	<p>Teacher let the students summarize the story by completing the paragraph</p> <p>When Maria was washing _____ in the _____, a Spaniard went to her and greeted her _____. Afraid of the Spaniard, she _____. She _____ which broke her _____. Maria was not healed by _____ and she _____. Maria's family was so lonely and they _____ to Bathala to _____. Then, one day, the family saw and discovered that the _____ could heal a wound. They named the grass _____</p>
<b>EVALUATION</b>	<p>Directions: Answer each question. Write only the letter of your choice.</p> <ol style="list-style-type: none"> <li>What kind of story was the text?             <ol style="list-style-type: none"> <li>Myth</li> <li>Drama</li> <li>Legend</li> <li>Fable</li> </ol> </li> <li>When did the story happen?             <ol style="list-style-type: none"> <li>During the Spanish period</li> <li>During the American period</li> <li>During the Japanese period</li> <li>None of the above</li> </ol> </li> <li>What happened while Maria was washing clothes in the river?             <ol style="list-style-type: none"> <li>She saw Spaniard</li> <li>A Spaniard greeted Maria</li> <li>Maria was given helped by the Spaniard</li> <li>All of the above mentioned</li> </ol> </li> <li>What happened to Maria after she had an accident?             <ol style="list-style-type: none"> <li>Died</li> <li>Healed</li> <li>Scolded</li> <li>None of the above mentioned</li> </ol> </li> <li>What happened to the burial ground of Maria?             <ol style="list-style-type: none"> <li>A tree grew</li> <li>A grass grew</li> <li>A bush grew</li> <li>A plant grew</li> </ol> </li> </ol>

**Lesson 2**

Directions: Answer each question. Write only the letter of your choice.

- What kind of story was the text?
  - Myth
  - Drama
  - Legend
  - Fable
- When did the story happen?
  - During the Spanish period
  - During the American period
  - During the Japanese period
  - None of the above
- What happened while Maria was washing clothes in the river?
  - She saw Spaniard
  - A Spaniard greeted Maria
  - Maria was given helped by the Spaniard
  - All of the above mentioned
- What happened to Maria after she had an accident?
  - Died
  - Healed
  - Scolded
  - None of the above mentioned
- What happened to the burial ground of Maria?
  - A tree grew
  - A grass grew
  - A bush grew
  - A plant grew

## LESSON PLAN NO. 3 IN READING COMPREHENSION

<b>READING SKILL</b>	Arrange events in chronological Order
<b>READING MATERIAL</b>	<p>Story titled "Bitoy"</p> <p style="text-align: center;"><b>BITOY</b></p> <p>There was once a bad boy named Bitoy, one night, he dreamed that he was left in the jungle as punishment for being a bad boy. He was so afraid of his dream. So, he wanted to become a good boy.</p> <p>He asked his father, "Father, how can I be a good boy?"</p> <p>"Son, I give you this little potted plant of your mother". Father told him.</p> <p>"What shall I do with the plant?", Bitoy asked his father. "Everytime, you do a bad action, you get one leaf from the plant.</p> <p>So Bitoy did what his father told him. Everytime he did something bad, he got one leaf from the plant. Until one day, he realized that the plant has no leaves anymore and the plant died. His mother decided to burn it.</p> <p>"I feel sad with what happened to the plant" cried Bitoy.</p> <p>"That is what will happen to you if you continue to do bad. Your life will become useless". Father told him.</p> <p>Since then, Bitoy became a good boy.</p>
<b>READING STRATEGY</b>	SQ3R and Graphic Organizer
<b>DURATION</b>	2 Hours
<b>PROCEDURE</b>	
A. Survey	<p>A. Teacher asks a volunteer to tell the class what he did after walking up until he went to the school.</p> <p>B. Teacher groups the students and each group arrange the sentences in chronological order to make a story.</p> <ol style="list-style-type: none"> <li>1. One night, he dreamed that he was left in the jungle as punishment for being a bad boy.</li> <li>2. He asked his father., Father, how can I be a good boy?"</li> <li>3. He was so afraid of his dream. So, he wanted to become a good boy.</li> <li>4. "Son, I give you this little potted plant of your mother". Father told him.</li> <li>5. Since then, Bitoy became a good boy.</li> <li>6. Everytime, you do bad action, you get one leaf from the plant, his father answered</li> <li>7. What shall I do with the plant? Bitoy asked his father.</li> <li>8. Bitoy did what his father told him.</li> <li>9. His mother decided to burn the plant</li> <li>10. Every time he did bad, he got one leaf from the plant until the plant had no leaves anymore and the plant died.</li> <li>11. I feel sad with what happened to the plant, cried Bitoy to his Father.</li> <li>12. Bitoy decided to become a good boy.</li> <li>13. "That will happen to you if you continue to do bad, father said"</li> <li>14. There was once a bad boy named Bitoy</li> </ol> <p>B. Each group presents their work and post their answer</p>
B. Read	Teacher reads first the story. Then the students read the story for twice. First and second reading orally and 3 <sup>rd</sup> and fourth reading silently
C. Recite	Each group presents and find out if they get the correct arrangement.
D. Review	<p>Using the timeline. Students will select five major events in the story in chronological order and write them on the timeline.</p>  <p>Teacher let the students connect the sentences to form a paragraph,</p>
<b>EVALUATION</b>	Student writes five important event in the story in chronological order

### Lesson 3

Directions: Student writes five important event in the story in chronological order

#### LESSON NO. 4 IN READING COMPREHENSION

<b>READING SKILL</b>	Make an inference												
<b>READING MATERIALS</b>	<p>Copy of the story "Birdie"</p> <p style="text-align: center;"><b>BIRDIE</b></p> <p>While flying looking for their food, Birdie told his mother. I "don't like to be bird anymore, I am tired flying searching for our food?"</p> <p>So, what do you like to be? asked his mother.</p> <p>Birdie answered that she wanted to be one kind of plant just to stay in one place.</p> <p>Mother said, "Okay, if that is what you want. But, let us first look for the best plant you can be tomorrow after we have rested".</p> <p>At dawn, the two started flying to look for the plant Birdie wanted to be. They first saw a Rose.</p> <p>"Would you like to be a rose?" asked her mother.</p> <p>"No mother, it has thorns.", she replied.</p> <p>They saw a lemon tree, but Birdie did not like it since it has also thorns. All day long, they searched but Birdie they did find one. Every plant they saw, Birdie did not like it for something she noticed not good. Finally, Mother asked her.</p> <p>"Would you like still to be a plant?" asked her mother again.</p> <p>"I think I just want to be a bird, Birdie happily replied.</p> <p>Unique.</p>												
<b>READING STRATEGY</b>	SQ3R and Graphic Organizer												
<b>DURATION</b>	2 hours												
<b>PROCEDURE</b>	<p>A. Survey</p> <p>A. Teacher let the individual student make a guess of the following:</p> <table border="1"> <thead> <tr> <th>Situation/Description/Riddle</th><th>Guess</th></tr> </thead> <tbody> <tr> <td>1. I wear white. I treat diseases. Who am I?</td><td>_____</td></tr> <tr> <td>2. For two days long, I have not eaten. I must be ____.</td><td>_____</td></tr> <tr> <td>3. The winds blew heavily. The rain was so heavy. Everyone inside the evacuation was crying and praying. There is ____</td><td>_____</td></tr> <tr> <td>4. Since elementary until college, Lina has been an honor student, Lina is ____</td><td>_____</td></tr> <tr> <td>5. Every Sunday, the family goes to Church. They pray together the Angelus and Rosary. The family is ____</td><td>_____</td></tr> </tbody> </table> <p>B. Teacher gives the copy of the story and let the students survey and answer the following:</p> <ol style="list-style-type: none"> <li>1. What words in the first sentence tells the readers that Birdie is a bird?</li> <li>2. What did Birdie want to be and why?</li> <li>3. Did Birdie want to be a Rose? and Why?</li> <li>4. Did Birdie want to be a lemon? and Why?</li> <li>5. Did Birdie find a plant he wanted to be and why?</li> <li>5. What was the final decision of Birdie?</li> <li>6. Cite words and sentences that tells that Birdie was not contented of herself as a bird.</li> </ol> <p>C. Teacher let the students arrange the following events in the story before reading the story</p> <ol style="list-style-type: none"> <li>1. Birdie and Her Mother saw a lemon tree but Birdie did not like to be a lemon</li> <li>2. Starting dawn, Birdie and her mother, they looked for the plant Birdie wanted to be</li> </ol>	Situation/Description/Riddle	Guess	1. I wear white. I treat diseases. Who am I?	_____	2. For two days long, I have not eaten. I must be ____.	_____	3. The winds blew heavily. The rain was so heavy. Everyone inside the evacuation was crying and praying. There is ____	_____	4. Since elementary until college, Lina has been an honor student, Lina is ____	_____	5. Every Sunday, the family goes to Church. They pray together the Angelus and Rosary. The family is ____	_____
Situation/Description/Riddle	Guess												
1. I wear white. I treat diseases. Who am I?	_____												
2. For two days long, I have not eaten. I must be ____.	_____												
3. The winds blew heavily. The rain was so heavy. Everyone inside the evacuation was crying and praying. There is ____	_____												
4. Since elementary until college, Lina has been an honor student, Lina is ____	_____												
5. Every Sunday, the family goes to Church. They pray together the Angelus and Rosary. The family is ____	_____												

	3. Birdie and Her Mother saw a Rose but Birdie did not like it 4. Birdie did not like to be a bird 5. Birdie decided to be just a Bird
A. Read	Teacher reads first the story. Then the students read the four times. First and second reading orally and third and fourth is through silent reading.
B. Recite	Teacher let the students check whether their answers is correct. Then by partner, one asks the question and the other partner answers the question.
C. Review	Teacher let the students summarize the story by filling/ completing the paragraph below: Birdie was a _____ and she did _____. Birdie and her _____ looked for the _____ Birdie would to be. They saw _____ and _____ but birdie did like. In the end, Birdie decided to _____.
<b>EVALUATION</b>	Teacher let the students answer the following questions: 1. What is the title of the story? A. Bird B. Birdie C. Plant D. Mother 2. What kind of animal was Birdie? A. Dog B. Chick C. Bird D. None of the above 3. Birdie said "I wanted to be a plant to stay in one place. I am tired of flying". What attitude did Birdie display? A. Laziness B. Industry C. Pride D. Arrogance 4. Birdie did not find any plant she wanted to be. What character trait did Birdie show? A. Envious B. Pretentious C. Arrogant D. Perfectionist 5. Mother asked Birdie after they did not find a plant Birdie wanted to be. Birdie answered. "I think I will like just to be a bird? What did Birdie realize"? A. No one is perfect B. All are similar C. All are beautiful D. She is unique

**Lesson 4:** Teacher let the students answer the following questions:

- What is the title of the story?  
A. Bird  
B. Birdie  
C. Plant  
D. Mother
- What kind of animal was Birdie?  
A. Dog  
B. Chick  
C. Bird  
D. None of the above
- Birdie said "I wanted to be a plant to stay in one place. I am tired of flying". What attitude did Birdie display?  
A. Laziness  
B. Industry  
C. Pride  
D. Arrogance
- Birdie did not find any plant she wanted to be. What character trait did Birdie show?

- A. Envious  
 B. Pretentious  
 C. Arrogant  
 D. Perfectionist
5. Mother asked Birdie after they did not find a plant Birdie wanted to be. Birdie answered. "I think I will like just to be a bird? What did Birdie realize?"
- A. No one is perfect  
 B. All are similar  
 C. All are beautiful  
 D. She is unique

### LESSON NO. 5 IN READING COMPREHENSION

<b>READING SKILL</b>	Predict Outcome						
<b>READING MATERIAL</b>	<p>Copy of the Story "The Last Servant", Projector</p> <p style="text-align: center;"><b>The Last Servant</b></p> <p>A generous king felt ill and about to die. He was worried who would replace him. He had no family since all of them were killed during the war. While thinking who would be the next King, he decided his faithful male servants aged 40 years old to come and visit him. There were at least 5 of them. They were all trained by the King on how he ruled the kingdom.</p> <p>The first servant came.        "I give you one bar of gold for your loyalty to me."        "Thank you, your honor."        The King looked sad.</p> <p>The second servant came.        "I will leave to you this jewelry made of gold for your loyalty to me"        "Thank your honor."        The King looked sad</p> <p>The third servant came.        "I will give you my theater for your loyalty to me"        "Thank you, Your Honor."        The King looked sad.</p> <p>The fourth servant came.        "I will give the bakery for your loyalty to me"        "Thank you, Your honor"        The King looked sad.</p> <p>The last servant came.        "I will leave to you half of my coconut farm for your loyalty to me."        The servant answered: "Your honor, I cannot accept it. It is more than enough that you have treated me like your child. I am happy to serve a good and generous King for his people. But if you insist, I would gladly accept it and share to the village people".</p> <p>The king smiled and said,        "Atlast, I found a new king".</p>						
<b>STRATEGY</b>	SQ3R and Graphic Organizer						
<b>DURATION</b>	2 Hours						
<b>PROCEDURE</b>							
A. Survey	<p>A. Teacher asks the students to survey the reading selection and let them find words they do not know and let them guess the meaning.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Word</th><th style="width: 50%;">Meaning</th></tr> </thead> <tbody> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> </tbody> </table> <p>B. Teacher helps students to arrive at the correct meaning</p>	Word	Meaning				
Word	Meaning						
B. Question	<p>A. Teacher asks the students to predict what the story all about based on the title and let them write their answers on the board.</p> <p>B. Teacher tells them to find out whether their prediction is correct or not after reading the story.</p>						
C. Read	<p>A. Teacher let the students read the story by part. After each part, students pause for them to answer question and then students continue to read.</p>						

### THE LAST SERVANT

A generous king felt ill and about to die. He was worried who would replace him since his family all died during the war. While thinking of the next king, he decided to let his faithful male servants aged 40 years old to come in his room.

#### PAUSE

(Question: What could be reason why he wanted the servants to come?)

- A. To bid them goodbye
- B. To look for a new King
- C. To tell a secret
- D. All of the above

There were at least 5 of them and already trained by the King on how he ruled the kingdom.

#### PAUSE

(Question: Would the servants come and why?)

- A. No, because they were afraid of the King
- B. Yes, because it is the King who ordered them.

#### CONTINUE READING

The first servant came.

"I give you one bar of gold for your loyalty to me."

"Thank you, your honor."

The King looked sad.

The second servant came.

"I will leave to you this jewelry made of gold for your Loyalty to me."

"Thank you honor."

(Questions: What could be the feeling of the King?)

- A. Happy
- B. Sad
- C. Angry
- D. Sick

The King looked sad.

The third servant came.

"I will give you my theater for your loyalty to me"

"Thank you Honor."

(Question: What could be the feeling of the King?)

- A. Happy
- B. Sad
- C. Sick
- D. Angry

The King Looked sad.

The fourth servant came.

"I will give the bakery for your loyalty to me"

"Thank your honor"

The King looked sad.

The last servant came.

"I will leave to you half of my coconut farm for your loyalty to me".

The servant answered:

Your honor, I cannot accept it. It is more than enough that you have treated me like your child. I am

happy to serve a good King for his people. But if you I insist, I would gladly accept it and share to the village people".

#### PAUSE

(Question: What would be the reaction of the King and why?)

- A. Surprised because the last servant answer was different
- B. Mad because the last servant did not like to accept what he wanted to give.
- C. Happy because he found a new king

	<p>D. None of the above</p> <p><b>CONTINUE READING</b></p> <p>The king smiled ...</p>										
Read	Teacher reads first the story while student listens. Then students read the selection silently and orally.										
Recite	<p>Student fills in each blank.</p> <p>A generous King felt-----and he wanted to find _____. He called his _____ to choose among them the right person to become a king. Among the _____, he chose the last _____ because he is the only servant who displayed generous attitude. _____.</p>										
Review	<p>A. Predict what will happen in the following situation. Choose your answer from the options.</p> <ol style="list-style-type: none"> <li>Lito studies his lesson very hard every night. He submits his projects on time and he always tops the exam.           <ol style="list-style-type: none"> <li>Lito will fail in the exam</li> <li>Lito will have an honor</li> <li>Lito will get sick</li> <li>Lito will transfer to other school</li> </ol> </li> <li>The family loves "Tinola". Mother went to the market. She bought rice, chicken, ginger, papaya and species. What will Mother cook?           <ol style="list-style-type: none"> <li>Chicken Adobo</li> <li>Chicken Tinola</li> <li>Fried Chicken</li> <li>Chicken Curry</li> </ol> </li> <li>Every member of the family was well dressed. They rode together in their car. Mother brought with her prayer book and Holy Rosary. Where would the family go?           <ol style="list-style-type: none"> <li>Church</li> <li>Market</li> <li>Party</li> <li>Wedding</li> </ol> </li> <li>Rey plays basketball. He gets the balls, dribbles and _____ the ball           <ol style="list-style-type: none"> <li>Keeps</li> <li>Hides</li> <li>Shoots</li> <li>Sells</li> </ol> </li> </ol> <p>B. The teacher let the students make prediction of the situation given.</p> <table border="1"> <thead> <tr> <th>Situation</th><th>Prediction</th></tr> </thead> <tbody> <tr> <td>1.The Mother screams of pain. She will be brought to hospital. She is 9 months pregnant</td><td>Mother will _____</td></tr> <tr> <td>2.The family stay in an evacuation center. They bring their valuable possessions. The evacuation center doors and windows are covered</td><td>There will be _____</td></tr> <tr> <td>3. It is summer in the Philippines. The cloud is clear. It has not rained for 30 days. Will it rain tomorrow?</td><td>_____</td></tr> <tr> <td>4.The school stage is colorfully decorated. Students are coming in Togas with their parents. What could be the occasion?</td><td>_____</td></tr> </tbody> </table>	Situation	Prediction	1.The Mother screams of pain. She will be brought to hospital. She is 9 months pregnant	Mother will _____	2.The family stay in an evacuation center. They bring their valuable possessions. The evacuation center doors and windows are covered	There will be _____	3. It is summer in the Philippines. The cloud is clear. It has not rained for 30 days. Will it rain tomorrow?	_____	4.The school stage is colorfully decorated. Students are coming in Togas with their parents. What could be the occasion?	_____
Situation	Prediction										
1.The Mother screams of pain. She will be brought to hospital. She is 9 months pregnant	Mother will _____										
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4.The school stage is colorfully decorated. Students are coming in Togas with their parents. What could be the occasion?	_____										
<b>EVALUATION</b>	<p>Directions: Answer the following questions. Choose only the letter of the correct answer.</p> <ol style="list-style-type: none"> <li>How many servants did the king have?           <ol style="list-style-type: none"> <li>4</li> <li>5</li> <li>3</li> <li>2</li> </ol> </li> <li>What happened to the King's family           <ol style="list-style-type: none"> <li>They died in an accident</li> <li>They died in a war</li> <li>They died because of illness</li> <li>None of the above mentioned</li> </ol> </li> <li>Why did the King call his servants?           <ol style="list-style-type: none"> <li>To bid them goodbye</li> <li>To tell them his secrets</li> <li>To look for the new king</li> <li>None of the above</li> </ol> </li> <li>What made the last servant different from the</li> </ol>										

	<p>Teachers?</p> <p>A. He refused what the King offered in return for his service</p> <p>B. He accepted what the king offered in return for his service</p> <p>C. He was the last to come in the King's room</p> <p>D. He was the favorite of the king</p> <p>5. Who would be the next King because of the servant's generosity?</p> <p>A. The first servant</p> <p>B. The fifth servant</p> <p>C. The Third servant</p> <p>D. The fourth servant</p>
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### Lesson 5

Directions: Answer the following questions. Choose only the letter of the correct answer.

- How many servants did the king have?  
A.4 B.5 C. 3 D. 2
- What happened to the King's family  
A. They died in an accident  
B. They did in a war  
C. They died because of illness  
D. None of the above mentioned
- Why did the King call his servants?  
A. To bid them goodbye  
B. To tell them his secrets  
C. To look for the new king  
D. None of the above
- What made the last servant different from the Teachers?  
A. He refused what the King offered in return for his service  
B. He accepted what the king offered in return for his service  
C. He was the last to come in the King's room  
D. He was the favorite of the king
- Who would be the next King because of the servant's generosity?  
A. The first servant  
B. The fifth servant  
C. The Third servant  
D. The fourth servant



## Annex 4B

# **LESSON PLAN FOR CONVENTIONAL STRATEGY** **LESSON PLAN IN READING FOR ACTION RESEARCH**

## **LESSON NO. 1 IN READING COMPREHENSION**

<b>READING SKILL</b>	Noting Cause and Effect Relationship
<b>READING SELECTION</b>	<p>Paragraph About Environmental Destruction</p> <p>The ill-effect of environmental destruction such deforestation is now slowly felt. Due to deforestation, floods and landslide occur every time there is a typhon or even just a heavy rain causing damaged properties. The damaged of the properties results also in multiple effects such as poverty. Due to poverty, the people are deprived of better health facilities and comfortable life situation. Thus, it is really a must that the nature should be protected to avoid the wrath which ultimately put the lives in danger.</p>
<b>STRATEGY</b>	Conventional Strategy
<b>DURATION</b>	2 Hours
<b>PROCEDURE</b>	
A. Motivation	What have you noticed in our environment?
B. Motive Question	In the paragraph, find out the environmental destruction
C. Unlocking of Difficulties	<p>Find the meaning of the following words:</p> <ol style="list-style-type: none"> <li>1. Landslide</li> <li>2. Deforestation</li> <li>3. Destruction</li> <li>4. Properties</li> </ol>
D. Reading of the Paragraph	Students read the paragraph about environmental destruction and teacher discusses what the paragraph all about
E. Discussion	Teacher discusses the paragraph
<b>EVALUATION</b>	<p>Directions: Choose the correct answer</p> <ol style="list-style-type: none"> <li>1. What is meant by effect?               <ol style="list-style-type: none"> <li>A. Result</li> <li>B. Root</li> <li>C. Cause</li> <li>D. Reason</li> </ol> </li> <li>2. What is being destroyed mentioned in the first paragraph?               <ol style="list-style-type: none"> <li>A. Houses</li> <li>B. Properties</li> <li>C. Environment</li> <li>D. None of the above mentioned</li> </ol> </li> <li>3. What is one sign of environmental destruction?               <ol style="list-style-type: none"> <li>A. Landslide</li> <li>B. Deforestation</li> <li>C. Floods</li> <li>D. All of the above</li> </ol> </li> <li>4. What causes floods and landslide based on the paragraph?               <ol style="list-style-type: none"> <li>A. Environmental destruction</li> <li>B. Deforestation</li> <li>C. Typhoon</li> </ol> </li> <li>5. What is the effect of damaged properties?               <ol style="list-style-type: none"> <li>A. Poverty</li> <li>B. Deprivation of better health facilities</li> <li>C. Wrath</li> <li>D. All of the above mentioned</li> </ol> </li> </ol>

### Lesson 1

Directions: Choose the correct answer

1. What is meant by effect?
  - A. Result

- B. Root
- C. Cause
- D. Reason
- 2. What is being destroyed mentioned in the first sentence?
  - A. Houses
  - B. Properties
  - C. Environment
  - D. None of the above mentioned
- 3. What is one sign of environmental destruction?
  - A. Landslide
  - B. Deforestation
  - C. Floods
  - D. All of the above
- 4. What causes floods and landslide based on the paragraph?
  - A. Environmental destruction
  - B. Deforestation
  - C. Typhoon
  - D. Damaged properties
- 5. What is the effect of damaged properties?
  - A. Poverty
  - B. Deprivation of better health facilities
  - C. Wrath
  - D. All of the above mentioned

### LESSON NO. 2 IN READING COMPREHENSION

<b>READING SKILL</b>	Note important details in a story
<b>READING MATERIALS</b>	<p>Copy of the Story titled "Dahong Maria"</p> <p style="text-align: center;">Dahong Maria</p> <p>There are many stories regarding the legend of "Dahong Maria" One popularly known to the barangay folks is the story happened during the Spanish period in Bato, Catanduanes.</p> <p>During the Spanish Regime, there was once a Spaniard who happened to pass by the Bato River and saw there a beautiful lady washing clothes. Her name was Maria. She sat on the big stones while doing the laundry. The Spaniard was mesmerized of the beauty of the lady. Her black hair reached her waistline. Her smile was like a smile of an angel. The Spaniard rushed toward the lady and in Spanish he greeted her: "Buenas Dias Senorita".</p> <p>Surprised and afraid of the stranger for she did not understand what the Spaniard said, she ran fast thinking to escape the death in the hands of the Spaniard just like what happened to her father. The Spaniard was left surprised of Maria's action. While running fast, the lady suddenly fell down. She had cut in her head that kept the blood oozing. She was brought to "Impong Sela" for treatment but the wound never healed until she lost her life. The family felt so sad of Maria's early death.</p> <p>They prayed to "Bathala" fervently to bring back to life Maria. As days passed, they were surprised to see a tiny green plant growing in the place where they buried Maria. They named the plant "Dahong Maria" and later on they discovered that it could be used for healing wounds.</p>
<b>STRATEGY</b>	Conventional
<b>DURATION</b>	2 Hours
<b>PROCEDURE</b>	
Motivation	Teacher asks: Do you know what a legend is?
Unlocking of Difficulties	<p>Teachers gives the meaning of the following words:</p> <ol style="list-style-type: none"> <li>1. Mesmerized</li> <li>2. Oozing</li> <li>3. Afraid</li> <li>4. Bathala</li> <li>5. Heal</li> </ol>

Reading the Story	Teacher reads first the story while students listen. Then, students read the story orally and silently (Note: Students must be given enough time to read). While reading they find and write the answers on the table.
Discussion	Teacher discusses the story
<b>EVALUATION</b>	<p>Directions: Answer each question. Write only the letter of your choice.</p> <ol style="list-style-type: none"> <li>What kind of story was the text? <ul style="list-style-type: none"> <li>A. Myth</li> <li>B. Drama</li> <li>C. Legend</li> <li>D. Fable</li> </ul> </li> <li>When did the story happen? <ul style="list-style-type: none"> <li>A. During the Spanish period</li> <li>B. During the American period</li> <li>C. During the Japanese period</li> <li>D. None of the above</li> </ul> </li> <li>What happened while Maria was washing clothes in the river? <ul style="list-style-type: none"> <li>A. She saw Spaniard</li> <li>B. A Spaniard greeted Maria</li> <li>C. Maria was given helped by the Spaniard</li> <li>D. All of the above mentioned</li> </ul> </li> <li>What happened to Maria after she had an accident? <ul style="list-style-type: none"> <li>A. Died</li> <li>B. Healed</li> <li>C. Scolded</li> <li>D. None of the above mentioned</li> </ul> </li> <li>What happened to the burial ground of Maria? <ul style="list-style-type: none"> <li>A. A tree grew</li> <li>B. A grass grew</li> <li>C. A bush grew</li> <li>D. A plant grew</li> </ul> </li> </ol>

## Lesson 2

Directions: Answer each question. Write only the letter of your choice.

- What kind of story was the text?
  - A. Myth
  - B. Drama
  - C. Legend
  - D. Fable
- When did the story happen?
  - A. During the Spanish period
  - B. During the American period
  - C. During the Japanese period
  - D. None of the above
- What happened while Maria was washing clothes in the river?
  - A. She saw Spaniard
  - B. A Spaniard greeted Maria
  - C. Maria was helped by the Spaniard
  - D. All of the above mentioned
- What happened to Maria after she had an accident?
  - A. Died
  - B. Healed
  - C. Scolded
  - D. None of the above mentioned
- What happened to the burial ground of Maria?
  - A. A tree grew
  - B. A grass grew
  - C. A bush grew
  - D. A plant grew

## LESSON PLAN IN READING NO. 3

<b>READING SKILL</b>	Arrange events in chronological order
<b>SELECTION</b>	<p>Story titled "Bitoy"</p> <p style="text-align: center;"><b>BITOY</b></p> <p>There was once a bad boy named Bitoy, one night, he dreamed that he was left in the jungle as punishment for being a bad boy. He was so afraid of his dream. So, he wanted to become a good boy.</p> <p>He asked his father, "Father, how can I be a good boy?"</p> <p>"Son, I give you this little potted plant of your mother". Father told him.</p> <p>"What shall I do with the plant?", Bitoy asked his father. "Everytime, you do a bad action, you get one leaf from the plant.</p> <p>So Bitoy did what his father told him. Everytime he did something bad, he got one leaf from the plant. Until one day, he realized that the plant has no leaves anymore and the plant died. His mother decided to burn it.</p> <p>"I feel sad with what happened to the plant" cried Bitoy.</p> <p>"That is what will happen to you if you continue to do bad. Your life will become useless". Father told him.</p> <p>Since then, Bitoy became a good boy.</p>
<b>STRATEGY</b>	Conventional
<b>DURATION</b>	2 Hours
<b>PROCEDURE</b>	
A. Motivation	Did you experience doing bad? What did you feel?
B. Motive Question	Find out in the story what kind of boy was Bitoy?
C. Unlocking of Difficulties	<p>Find the meaning of the following:</p> <ol style="list-style-type: none"> <li>1. Punishment</li> <li>2. Useless</li> <li>3. Burn</li> <li>4. Jungle</li> <li>5. Dream</li> </ol>
D. Reading of the Paragraph	Teacher reads the story while students listen. Afterwards, students Read the paragraph silently then orally
E. Discussion	Teacher discusses the story
<b>EVALUATION</b>	Teacher let the students identify 5 major events in the story.

## Lesson 3

Directions: Write five important events in the story in chronological order.

## LESSON PLAN FOR ACTION READING NO. 4

<b>READING SKILL</b>	Make an Inference
<b>SELECTION</b>	<p>Story titled "Birdie"</p> <p style="text-align: center;"><b>BIRDIE</b></p> <p>While flying looking for their food, Birdie told his mother. I "don't like to be bird anymore, I am tired flying searching for our food?"</p> <p>So, what do you like to be? asked his mother.</p> <p>Birdie answered that she wanted to be one kind of plant just to stay in one place.</p> <p>Mother said, "Okay, if that is what you want. But, let us first look for the best plant you can be tomorrow after we have rested".</p> <p>At dawn, the two started flying to look for the plant Birdie wanted to be. They first saw a Rose.</p> <p>"Would you like to be a rose?" asked her mother.</p> <p>"No mother, it has thorns.", she replied.</p>

	<p>They saw a lemon tree, but Birdie did not like it since it has also thorns. All day long, they searched but Birdie they did find one. Every plant they saw, Birdie did not like it for something she noticed not good. Finally, Mother asked her. "Would you like still to be a plant?" asked her mother again. "I think I just want to be a bird, Birdie happily replied. Unique.</p>
<b>STRATEGY</b>	Conventional
<b>DURATION</b>	2 Meetings
<b>PROCEDURE</b>	
A. Motivation	Have you experienced difficulty in breathing? What you think will happen to you if you cannot breathe?
B. Motive Question	Find out in the story what happened to Birdie?
C. Unlocking of Difficulties	Find out the meaning of the following: 1. Searching 2. Dawn 3. Thorns
D. Reading of the Story	Teacher reads the story while students listen. Afterwards, the students read the story silently and orally
E. Discussion	Teacher discusses the story
<b>EVALUATION</b>	<p>Teacher let the students answer the following questions:</p> <ol style="list-style-type: none"> <li>What is the title of the story? <ul style="list-style-type: none"> <li>A. Bird</li> <li>B. Birdie</li> <li>C. Plant</li> <li>D. Mother</li> </ul> </li> <li>What kind of animal was Birdie? <ul style="list-style-type: none"> <li>A. Dog</li> <li>B. Chick</li> <li>C. Bird</li> <li>D. None of the above</li> </ul> </li> <li>Birdie said "I wanted to be a plant to stay in one place. I am tired of flying". What attitude did Birdie display? <ul style="list-style-type: none"> <li>A. Laziness</li> <li>B. Industry</li> <li>C. Pride</li> <li>D. Arrogance</li> </ul> </li> <li>Birdie did not find any plant she wanted to be. What character trait did Birdie show? <ul style="list-style-type: none"> <li>A. Envious</li> <li>B. Pretentious</li> <li>C. Arrogant</li> <li>D. Perfectionist</li> </ul> </li> <li>Mother asked Birdie after they did not find a plant Birdie wanted to be. Birdie answered. "I think I will like just to be a bird? What did Birdie realize"? <ul style="list-style-type: none"> <li>A. No one is perfect</li> <li>B. All are similar</li> <li>C. All are beautiful</li> <li>D. She is unique</li> </ul> </li> </ol>

#### Lesson 4

Teacher let the students answer the following questions:

1. What is the title of the story?

- A. Bird
- B. Birdie
- C. Plant
- D. Mother

2. What kind of animal was Birdie?

- A. Dog
- B. Chick

- C. Bird  
D. None of the above
3. Birdie said "I wanted to be a plant to stay in one place. I am tired of flying". What attitude did Birdie display?  
A. Laziness  
B. Industry  
C. Pride  
D. Arrogance
4. Birdie did not find any plant she wanted to be. What character trait did Birdie show?  
A. Envious  
B. Pretentious  
C. Arrogant  
D. Perfectionist
5. Mother asked Birdie after they did not find a plant Birdie wanted to be. Birdie answered. "I think I will like just to be a bird?". What did Birdie realize?"  
A. No one is perfect  
B. All are similar  
C. All are beautiful  
D. She is unique

### LESSON PLAN FOR ACTION READING NO. 5

READING SKILL	Predict Outcome
SELECTION	<p>The Last Servant</p> <p style="text-align: center;"><b>THE LAST SERVANT</b></p> <p>A generous king felt ill and about to die. He was worried who would replace him. He had no family since all of them were killed during the war. While thinking who would be the next King, he decided his faithful male servants aged 40 years old to come and visit him. There were at least 5 of them. They were all trained by the King on how he ruled the kingdom.</p> <p>The first servant came. "I give you one bar of gold for your loyalty to me." "Thank you, your honor." The King looked sad.</p> <p>The second servant came. "I will leave to you this jewelry made of gold for your loyalty to me" "Thank your honor." The King looked sad</p> <p>The third servant came. "I will give you my theater for your loyalty to me" "Thank you, Your Honor." The King looked sad.</p> <p>The fourth servant came. "I will give the bakery for your loyalty to me" "Thank you, Your honor" The King looked sad.</p> <p>The last servant came. "I will leave to you half of my coconut farm for your loyalty to me." The servant answered: "Your honor, I cannot accept it. It is more than enough that you have treated me like your child. I am happy to serve a good and generous King for his people. But if you insist, I would gladly accept it and share to the village people". The king smiled and said, "Atlast, I found a new king".</p>
STRATEGY	Traditional
DURATION	2 meetings
PROCEDURE	
A. Motivation	Teacher asks the students: Between cake and toy, which do you like to buy? And why?
B. Motive Question	Find out in the story how did the King choose the next King?

C. Unlocking of Difficulties	Find out the meaning of the following: 1. Replace 2. Faithful 3. Servants
D. Reading of the Paragraph	Students read the story
F. Discussion	Teacher discusses the story
<b>EVALUATION</b>	<p>Directions: Answer the following questions. Choose only the letter of the correct answer.</p> <ol style="list-style-type: none"> <li>How many servants did the king have? A. 4    B. 5    C. 3    D. 2</li> <li>What happened to the King's family A. They died in an accident B. They died in a war C. They died because of illness D. None of the above mentioned</li> <li>Why did the King call his servants? A. To bid them goodbye B. To tell them his secrets C. To look for the new king D. None of the above</li> <li>What made the last servant different from the others? A. He refused what the King offered in return for his service B. He accepted what the king offered in return for his service C. He was the last to come in the King's room D. He was the favorite of the king</li> <li>Who would be the next King? A. The first servant B. The fifth servant C. The Third servant D. The fourth servant</li> </ol>

### Lesson 5

Directions: Answer the following questions. Choose only the letter of the correct answer.

- How many servants did the king have?  
A. 4    B. 5    C. 3    D. 2
  - What happened to the King's family  
A. They died in an accident  
B. They died in a war  
C. They died because of illness  
D. None of the above mentioned
  - Why did the King call his servants?  
A. To bid them goodbye  
B. To tell them his secrets  
C. To look for the new king  
D. None of the above
  - What made the last servant different from the servants.  
A. He refused what the King offered in return for his service  
B. He accepted what the king offered in return for his service  
C. He was the last to come in the King's room  
D. He was the favorite of the king
  - Who would be the next King because of the servant's generosity?  
A. The first servant  
B. The fifth Servant  
C. The Third Servant  
D. The Fourth Servant
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