



OCT 13 2020 ✓

Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region  
**SCHOOLS DIVISION OFFICE OF ABRA**

DIVISION MEMORANDUM  
No. 215 s.2020

October 13, 2020

**INSTRUCTION GUIDE FOR THE UTILIZATION OF SELF LEARNING MODULES**

To: School Heads, Teachers  
Public Elementary and Secondary Schools

1. For an effective utilization of the self-learning modules, whether Central and Division Office developed modules, this office issues the instruction guide to clearly explain the utilization of the different self-learning modules in the eight learning areas plus kindergarten.
2. This instruction guide briefly discusses the number of modules downloaded with the corresponding description of modules to be utilized in the first quarter for each week.
3. Each learning area supervisor provides an instruction guide in the succeeding part of this memorandum.
4. The instruction guide aims to assist each teacher in the preparation of weekly home learning plan and eventually aid parents how they will also assist their children.
5. The instruction guide is attached to this memorandum. See enclosure of this memorandum. For some points that need further explanation, it is encouraged that coordination with the concerned Education Program Supervisor should be undertaken.
6. Wide dissemination of this memorandum is enjoined.

**GLORIA B. BUYA-AO**  
Schools Division Superintendent







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Enclosure to the Division Memorandum No. \_\_\_\_\_ s 2020

Detailed instructions on the Utilization of Self Learning Modules in the Different Learning Areas:

1. MATHEMATICS

Grade	Number of Modules to be Used in the First Quarter
1	9 (W1-1, W2-1, W3-1, W4-1, W5-1, W6-1, W7-1, W8-1, W9-1) No. of modules per wk. (w1-1m, w2-1m, w3-1m, w4-1m, w5-1m, w6-1m, w7-1m, w8-2m)
2	9 (W1-1, W2-1, W3-1, W4-1, W5-1, W6-1, W7-1, W8-1, W9-1) No. of Modules per week (w1-1m, w2-1m, w3-1m, w4-1m, w5-1m, w6-1m, w7-1m, w8-2m)
3	9(W1-1, W2-1, W3-1, W4-1, W5-1, W6-1, W7-1, W8-1, W9-1) No. of modules per week (w1-1m, w2-1m, w3-1m, w4-1m, w5-1m, w6-1m, w7-1m, w8-2m)
4	12 (W1-2, W2-1, W3-2, W4-1, W5-1, W6-1, W7-2, W8-1, W9-1) No. of modules per wk (w1-2m, w2-2m, w3-1m, w4-1m, w5-1m, w6-1m, w7-2m, w8-2m)
5	16 (W1-2, W2-2, W3-1, W4-2, W5-2, W6-2, W7-2, W8-2, W9-1) 2m/w No. of modules per wk (w1-2m, w2-2m, w3-2m, w4-2m, w5-2m, w6-2m, w7-2m, w8-2m)
6	16 (W1-2, W2-2, W3-1, W4-2, W5-2, W6-2, W7-2, W8-2, W9-1) 2m/w No. of modules per wk (w1-2m, w2-2m, w3-2m, w4-2m, w5-2m, w6-2m, w7-2m, w8-2m)
7	11 (w1-1, w2-1, w3-1, w4-2, w5-1, w6-1, w7-1, w8-2, w9-1) No. of modules per week (w1-1m, w2-1m, w3-1m, w4-2m, w5-1m, w6-2m, w7-2m, w8-1m)
8	15 (w1-1, w2-1, w3-1, w4-1, w5-3, w6-3, w7-2, w8-1, w9-2) No. of modules per week (w1-1m, w2-2m, w3-2m, w4-2m, w5-2m, w6-2m, w7-2m, w8-2m)
9	9(W1-1, W2-1, W3-1, W4-1, W5-1, W6-1, W7-1, W8-1, W9-1) No. of modules per week (w1-1m, w2-1m, w3-1m, w4-1m, w5-1m, w6-1m, w7-1m, w8-2m)
10	11(W1-1, W2-1, W3-1, W4-1, W5-1, W6-1, W7-1, W8-1, W9-1) No. of modules per week (w1-1m, w2-1m, w3-1m, w4-1m, w5-1m, w6-2m, w7-2m, w8-2m)







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**2. MTB-MLE**

a. Follow the given distribution of SLMs per week in spite of the condensed school days. Anyway, the number of SLMs is decreasing as we move to the next quarters. The learners must finish the allotted SLMs for the first week before proceeding to the second week, and so on and so forth. Likewise, the 36 modules for the first quarter must be completely learned before distributing the modules for the second quarter.

Grade 1- 3 SLMs per week

Grade 2- 2 SLMs per week

Grade 3- 1 SLM per week

b. Teachers should review the SLM before printing. Should there be activities that need to be enhanced, modify, simplify, or removed, the teacher can do so. However, the teacher should not edit the module itself but she/he can attach a loose sheet for the enhanced or modified activity, and indicate in the Home Learning Plan instructions on the matter so that the parent and learner know

**3. ARALING PANLIPUNAN**

GRADE	PAKSA	BILANG NG MODYUL
1	SIAK KEN PAMILIAK	8 MODYUL SA 8 LINGGO
2	TI KOMUNIDAD KO ITI AGDAMA KEN TI NAPALABAS	8 MODYUL SA 8 LINGGO
3	CORDILLERA ADMINISTRATIVE REGION	9 MODYUL SA 9 NA LINGGO
4	ANG BANSANG PILIPINAS	8 MODYUL SA 8 LINGGO
5	PILIPINAS BILANG ISANG BANSA	9 MODYUL SA 9 NA LINGGO
6	HEOGRAPIYA AT KASAYSAYAN NG PILIPINAS	8 MODYUL SA 8 LINGGO

GRADE	PAKSA	BILANG NG MODYUL
7	KABIHASNANG ASYANO	8 MODYUL SA 8 LINGGO
8	KASAYSAYAN NG DAIGDIG	8 MODYUL SA 8 LINGGO
9	EKONOMIKS	8 MODYUL SA 8 LINGGO
10	MGA KONTEMPORARYONG ISYU	8 MODYUL SA 8 LINGGO

Ang mga modyul mula Grade 1 hanggang Grade 4 ay likha ditto sa ating Division habang ang mga modyul mula Grade 5 hanggang Grade 10 ay hango mula sa DepED central Office. Mapapansin ang bilang ng modyul sa Grade 3 at Grade 9 ay para sa siyam ng linggo. Maaring isama na sa ikawalong linggo dahil and mga paksa ay may kaugnayan din sa ika walong linggo.

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**4. SCIENCE**

GRADE	NO. OF MODULES PER WEEK	TITLES
3	WK 1-1, WK 2-1 WK 3-1, WK 4-1 WK 5-1, WK 6-1 WK 7-1 WK 8	SOLID LIQUID GAS CHANGING LIQUID TO GAS ASSESSMENT WEEK
4	WK 1-1 WK 2-2 WK 3-3 WK 4-4 WK 5-5, WK 6-5 WK 7-6,7 WK 8	PROPERTIES OF MATTER CHANGES IN SOLID MATERIALS CHANGES IN SOLID MATERIALS CHANGES THAT MATERIALS UNDERGO CHANGES IN THE PROPERTIES OF MATERIALS CHANGES IN MATERIALS THAT ARE USEFUL OR HARMFUL TO ONE'S ENVIRONMENT ASSESSMENT WEEK
5	WK 1-1 LESSON 1 WK 2-1 LESSON 2 WK 3-2 LESSON 1 WK 4-2 LESSON 2 WK 5-2 LESSON 3 WK 6-3 LESSON 1 WK 7-3 LESSON 1 & L3 WK 8	RECOGNIZING USEFUL AND HARMFUL MAT IMPORTANCE OF LABELS IN IDENTIFYING USEFUL & HARMFUL MAT HOW MATTER CHANGES WHEN APPLIED WITH HEAT CHANGES IN MATTER DUE TO THE PRESENCE & ABSENCE OF O2 CHANGES IN MATTER AND ITS EFFECT IN THE ENVIRONMENT HOW WE CAN MANAGE OUR WASTE IMPORTANCE OF PRACTICING 5 R'S/DESIGNING A PRODUCT OUT OF RECYCLABLE MATERIALS ASSESSMENT WEEK
6	WK 1-1 LESSON 1 WK 2-1 LESSON 2 WK 3-2 LESSON 1 WK 4-1L 4 & L 5 WK 5-1 LESSON 6 WK 6-2L 1 & L 2 WK 7-2L 3 & L 4 WK 8	DESCRIBING MIXTURE DIFFERENTIATING SOLVENT FROM SOLUTE FACTORS AFFECTING SOLUBILITY SOLUTIONS & COLLOIDS & THEIR CHARACTERISTICS SUSPENSIONS AND THEIR CHARACTERISTICS SEPARATING MIXTURES THROUGH FILTERING, SIEVING/ EVAPORATION SEPARATING MIXTURE THROUGH DECANTATION USING MAGNET ASSESSMENT WEEK
7	WK 1-1,1, WK 2-1,1 WK 3-1,2 WK 4-1,3 WK 5-1,4 WK 6-1,5, WK 7-1,5 WK 8	SCIENTIFIC WAY OF ACQUIRING KNOWLEDGE&SOLVING PROBLEMS ELEMENTS ARE LIKE SPICES TWO WORDS APART PURE SUBSTANCE VS MIXTURE I HAVE LESS, SHE HAS AMPLE, HE HAS MORE, LET US SEE WHAT IN A STORE QUANTITY REALLY MATTERS ASSESSMENT WEEK
8	WK 1-1,1 WK 2-1,2 WK 3-1,3 WK 4-1,4 WK 5-1,5 & L 6 WK 6-1,7 & L 8 WK 7-1,9 WK 8	FORCES LEVEL OF MOTION POTENTIAL AND KINETIC ENERGY EFFECT OF TEMPERATURE IN THE SPEED OF SOUND COLOR OF LIGHT/HEAT & TEMPERATURE BASIC ELECTRICITY/ELECTRICAL CIRCUIT SAFE ELECTRICAL INSTALLATION ASSESSMENT WEEK
9	WK 1-1,1, WK 2-1,1 WK 3-1,2, WK 4-1,2 WK 5-1,3, WK 6-1,4 WK 7-1,5	RESPIRATORY & CIRCULATORY SYSTEMS LIVE HEALTHY, LIVE HAPPY NON MENDELJIAN PATTERNS OF INHERITANCE SPECIES EXTINCTION

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10	WK 8	ASSESSMENT WEEK
	WK 1-L1, WK 2-L1	VOLCANIC, EARTHQUAKE & MOUNTAIN RANGES
	WK 3-L2	PLATE BOUNDARIES
	WK 4-L3	PROCESS & LAND FORMS ALONG PLATE BOUNDARIES
	WK 5-L4	EARTH MECHANISM
	WK 6-L5, WK 7-L5	EVIDENCE OF PLATE MOVEMENTS
	WK 8	ASSESSMENT WEEK

**5. EPP/TLE**

**GUIDELINES IN THE UTILIZATION OF MODULES-EPP/TLE/TVE/TVL**

GRADE LEVEL/COMPONENT	NO. OF MODULES
4 Home Economics	9 modules, 1 module per week (9 weeks)
5 ICT	8 modules, 1 module per week (8 weeks)
6 ICT	8 modules, 1 module per week (8 weeks)
<b>7/8 (GEN. SECONDARY)</b>	
1. Animal Production	First quarter (basic competency)
2. Agri-Crop Production	First quarter (basic competency)
3. ICT	6 modules, 1 module per week
4. Carpentry	4 modules, 4 weeks
5. Embroidery	1 module for 1 week
6. Handicraft	3 modules for 3 weeks
<b>8 (TVE-start of specialization)</b>	
<b>9 (SPECIALIZATIONS)</b>	
1. Cookery	First quarter including common/basic competency
2. Animal Production	First quarter including common/basic competency
3. Agri-Crop Production	First quarter including common/basic competency
4. Animal Production	4 modules for 4 weeks including common/basic competency
5. Needle Craft	3 modules, 1 module per week
<b>10 (SPECIALIZATIONS)</b>	
1. Dressmaking (10/12)	4 modules for 4 weeks including common/basic competency
2. Cookery	First quarter including common/basic competency
3. SMAW	First quarter including common/basic competency
4. Animal Production (swine)	First quarter including common/basic competency
5. Agri-Crop Production	First quarter including common/basic competency
<b>SHS-TVL TRACK 11/12</b>	
1. Organic Agriculture Production	First quarter including common/basic competency
2. Agri-Crop Production	First quarter including common/basic competency
3. Animal Production (Swine)	First quarter including common/basic competency
4. Dressmaking	4 modules for 4 weeks including common/basic competency
5. SMAW	First quarter including common/basic competency
6. Computer System Servicing	First quarter including common/basic competency
7. Bread and Pastry Production	First quarter including common/basic competency
8. Food and Beverages Services	First quarter including common/basic competency
9. Carpentry	4 modules for 4 weeks including common/basic competency



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Grades 4-6 EPP/TLE has 4 components and each component have no specific assign quarters as schools has the option to select what component to be taught in each quarter. However, due to the development of SDO Abra-MELC based modules, the following first to be completed components should be taught in the first quarter: Grade 4-H.E. and Grade 5 and 6- ICT. In the next succeeding quarters when all modules for the 3 remaining components will be completed the principle of flexibility shall apply.

In the exploratory course for grades 7 and 8, only 7 out of the 24 courses were prepared; Animal Production, ICT, Agri-Crop Production, Carpentry, Embroidery, Handicraft, Basketry and Macabre and Dressmaking. Other courses being taught in the school with no SDO developed modules as instructed during the orientation are expected that activity sheets/worksheets were already prepared by the subject teacher. Remember that each school offered different courses from the 24 courses that focused on the basic competency.

For JHS and SHS, modules for the most common specializations being offered in our schools division were prepared as shown in the table above. However, there are specializations with only 3 or 4 weeks, thus, subject teachers teaching the specialization are advised to make activity sheets/worksheets to complete the first quarter. Specialization/s being offered in the school with no SDO developed module are expected to have already prepared activity/worksheets like EIM (grade 9-12), CSS and SMAW (grade 10).

## 6. EDUK. SA PAGPAPAKATAO

### General Reminders:

- a. \* Should a learner return a material and assessment shows that the learner has not mastered the LC yet the teacher should not give the next module, Instead the teacher shall provide enrichment activities like activity sheets/worksheets of the unmastered LC before giving the next module for the succeeding week.  
\*If the teacher sees that the activities in the modules are not sufficient to help in the attainment of the LC he/she is not restrained in administering additional activities/worksheets but instead enjoined to prepare/administer additional activity sheets/worksheets that are deemed effective in attainment of the LC. If there was an uncovered LC in the previous year and it is a prerequisite in a certain LC in the MELC the teacher is likewise expected to give preliminary introduction of such so that the learner will understand better the Module that is provided in the new normal.
- b. \* If the learner was able to finish the modules in EsP in consecutive weeks, and there is no need for additional activity sheets/worksheets in EsP, the learner may utilize the time slot for EsP in the rest of the subject areas with the greater number of modules (e.g. Filipino, English etc.) in the succeeding week/s of the quarter.
- c. \*Since EsP Gr. 1-6 is not provided for modules in week 8 all the uploaded modules for EsP gr. 1-6 are expected to be printed by the school.







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**GRADE 1**

WEEK NO.	LC CODE	TITLE
1	EsP1PKP-Ia-b-1	Siak, Pagayatak Ken Paglaingak!
2	EsP1PKP-Ib-c-2	Naidum-duma ti Kabaalak! Padur-asek
3	EsP1PKP-Ic-3 EsP1PKP-Ie-4	Salun-at, Ipateg ken Salwadak
4	EsP1PKP-Ig-6	Panagkaykaysa ti Pamilia
5	EsP1PKP-Ij-8	Dagiti Wagas a Panangipakita ti Panagayat ken Pangisakit Kadagiti Kameng ti Pamilia

**GRADE 2**

WEEK NO.	LC CODE	TITLE
1	EsP2PKP-Ia-b-1	Kakayahan Ko, Pagyamanin Ko
2	EsP2PKP-Ic-9	Kakayahan at Talento ay Gamitin, Kapwa at Sarili ay Pasayahin
3	EsP2PKP-Ic-10	Takot Labanan, Ipagmalaki ang Kakayahan
4	EsP2PKP-Id-11	Gawain na Magpapanatili ng Kalinisan ng Katawan
5	EsP2PKP-Id-11	Pagpili at Pagkain ng Masustansiyang Pagkain Ayon sa Oras at Pangangailangan
6	EsP2PKP-Id-11	Pagpapalakas ng Katawan, Pagpapanatili ng Kalinisan ng Kapaligiran
7	EsP2PKP-Id-e-12	Tahanan Ko, Paglilingkuran Ko

**GRADE 3**

WEEK NO	LC CODE	TITLE
1	EsP3PKP-Ia-13	Natatanging Kakayahan
2	EsP3PKP-Ia-14	Pagtitwala sa Sarili
3	EsP3PKP-Ib-15	Kakayahan sa Paggawa
4	EsP3PKP-Ic-16	Matatag Ako, Kaya Ko!
5	EsP3PKP-Ie-18	Malusog na Katawan, Damdamin at Isipan: Pangalagaan
6	EsP3PKP-II-22	Pamantayan Ng mag-anak: Ating Sundin







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**GRADE FOUR**

WEEK NO.	LC CODE	TITLE
1	EsP3PKP-Ia-13	Natatangling Kakayahan
2	EsP3PKP-Ia-14	Pagtitwala sa Sarili
3	EsP3PKP-Ib-15	Kakayahan sa Paggawa
4	EsP3PKP-Ic-16	Matatag Ako, Kaya Kol
5	EsP3PKP-Ie-18	Malusog na Katawan, Damdamin at Isipan:Pangalagaan
6	EsP3PKP-II-22	Pamantayan Ng mag-anak: Ating Sundin

**GRADE FIVE**

WEEK NO	LC CODE	TITLE
1	EsP6PKP-Ia-i-37	Pagsusuri Nang Mabuti sa mga Bagay na may Kinalaman sa Sarili at Pangyayari
2	EsP6PKP-Ia-i-37	Pagsusuri Nang Mabuti Bago Magpasya (SDO)
3	EsP6PKP-Ia-i-37	Pagsang-ayon sa Pasya ng Nakararami kung Nakabubuti Ito
4	EsP6PKP-Ia-i-37	Wastong Pagpapasya sa Ikabubuti ng Lahat (SDO)
5	EsP6PKP-Ia-I-37	Paggamit ng Impormasyon
6	EsP6PKP-Ia-I-37	Paggamit ng Impormasyon (SDO)

**GRADE SIX**

WEEK NO	LC CODE	TITLE
1	EsP6PKP-Ia-i-37	Pagsusuri Nang Mabuti sa mga Bagay na may Kinalaman sa Sarili at Pangyayari
2	EsP6PKP-Ia-i-37	Pagsusuri Nang Mabuti Bago Magpasya (SDO)
3	EsP6PKP-Ia-i-37	Pagsang-ayon sa Pasya ng Nakararami kung Nakabubuti Ito
4	EsP6PKP-Ia-i-37	Wastong Pagpapasya sa Ikabubuti ng Lahat (SDO)
5	EsP6PKP-Ia-i-37	Paggamit ng Impormasyon
6	EsP6PKP-Ia-i-37	Paggamit ng Impormasyon (SDO)







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**7. FILIPINO**

GRADE	BILANG NG MODYUL	REMARKS
2	7	WK 8 (UNFINISHED TASKS)
3	13 (Week 1, Week 2 A and B, Week 3 A and B, Week 4 A and B, Week 5 A and B, Week 6 A and B, Week 7 A and B, Week 8 A and B)	
4	16 (Week 1 A and B, Week 2 A and B, Week 3 A and B, Week 4 A and B, Week 5 A and B, Week 6 A and B, Week 7 A and B, Week 8 A and B)	
5	10 (Week 1, Week 2, Week 3, Week 4, Week 5, Week 6, Week 7 A and B, Week 8 A and B)	
6	15 (Week 1, Week 2 A and B, Week 3 A and B, Week 4 A and B, Week 5 A and B, Week 6 A and B, Week 7 A and B, Week 8 A and B)	
7,8,9	8 ( 1 MODULE PER WEEK)	
10	Week 1-4 (module 1-4) Week 5 A and B Week 6 A and B Week 7 A and B Week 8	







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**8. MAPEH**

**SUGGESTED UTILIZATION OF SELF- LEARNING MODULES (MAPEH)**

**First Quarter**

Gr	Weeks									Total SLMs	Remarks
	1	2	3	4	5	6	7	8	9		
1	A	A		A		A				4	*Translated SLMs (MT) *Print and reproduce the applicable SLMs in the community
			PE		PE			PE		3	
	M		M		M		M			4	
2		H		H		H				3	*Use Filipino as MI *Some answer keys are not aligned with the activities
	M		M		M		M	M		4	
		H		H		H		H		4	
3	A		A	A	A		A	A		6	*Use Filipino as MI
		PE		PE		PE				3	
	M		M		M	M				4	
4		PE		PE		PE		PE		4	*Use Filipino as MI for this
	H	H	H		H	H	H	H		7	
		PE		PE		PE		PE		4	
	A	A	A	A		A		A		6	
5	M	M	M	M	M		M	M		7	*Use Filipino as MI *Contextualize activities if needed
	PE		PE		PE					3	
		M		M		M		M		4	
	A	A	A	A	A	A	A	A		8	
6	H	H	H	H	H	H	H	H		8	*Use English as MI *1 SLM in Arts still to be uploaded for W8 *Contextualize activities if needed
	A	A	A	A		A		A		6	
	M		M		M		M			4	
		PE		PE						2	
7	H			H		H		H		6	*Contextualize activities if needed
	M	M	M	M	M	M	M	M		8	
	PE		PE		PE		PE			4	
		H (2Ms)		H (2Ms)		H		H		6	
8	A	A	A	A	A	A	A	A		8	*Contextualize activities if needed
										3	
	M		M		M					4	
	PE		PE		PE		PE			4	
8	A	A	A	A	A	A	A (2Ms)	A (2Ms)		10	*Contextualize activities if needed
		H (2Ms)		H (2Ms)		H		H		6	



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I	M	M	M	A	A	M	6	*Competencies in M2 were merged already in M3. *Contextualize activities if needed.
	PE	PE	PE				3	
	A	A	A	A	A	A	6	
	H	H	H		H	H	6	
	M	M					2	
II	PE		PE	PE			3	*Contextualize activities if needed.
	H		H		H		4	
	A	A	A	A	A		5	
	Total							

ALL SLMs have been uploaded for Grade 1-10 for the first quarter. Grade 1 SLM is translated to the 11 languages. Grade 2 – Grade 5 modules use Filipino as medium of instruction while Grade 6-10 modules use English as medium of instruction.

**9. ENGLISH**

**LIST OF MODULES FOR ENGLISH**

Grade	Quarter	Week/Module	LC-Code
2	1	1	Classify/Categorize sounds heard (animals, mechanical objects, Musical instrument, speech) EN2PA-1a-c-1.1
		2	Read the alphabets of English and associate to phonemes
		3	Recognize common or proper nouns in simple sentences listened to
		4	Recognize the use of <i>ain</i> + noun in simple sentences listened to
		5	Identify the English equivalent of words in the Mother Tongue or in Filipino EN2VD-1d-e-1
		6	Give the beginning/letter of the name of each picture EN2AK-1a-e-3
		7	Recognize common action words in retelling, conversations, etc. EN1G-1a-e-3.4
		8	Identify and discuss the elements of a story (theme, setting, characters, and events) EN2LC-1f-b-2.2
3	1	1	Describe ones drawing about the stories/poems listened to using simple and compound sentences
		2	Write a short descriptive paragraph about a character or setting in stories listened to
		3	Write a short paragraph providing another ending for a story listened to
		4	Write a diary EN3WC-1a-j-2.2
			Use different kinds of sentences in a dialogue

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		5	(e.g. declarative, interrogative, exclamatory, imperative)	
		6	Use common and proper nouns in a sentence	EN3G-If-2.2
			Use plural form of regular nouns by adding /s/ or /es/	EN2G-Ig-h-2.3
		7	Use plural form of frequently occurring irregular nouns	EN3G-Ii-j-2.4
		8	Review reading and writing short e,a,i,o and u words in CVC pattern	EN3PWR-Ia-b-7
			Read phrases, sentences and short stories consisting of two- syllable words	EN3PWR-Ij-21
			Initiate conversation with peers in a variety of school setting	not applicable
			Summarize and restate information shared by others	not applicable
4	1	1	Recognize the parts of a simple paragraph	
			Use resources such as dictionary, thesaurus, online sources to find the meaning of words	
		2		
		3	Note significant details of various text types	
			Identify the structure, purpose and language features of different text types e.g. narrative information report, procedure, argument	
		4		
		5	Identify meanings of unfamiliar words through structural analysis (word and affixes: prefixes and suffixes)	EN4V-Iic-32
		6	Identify different meanings of content specific words (denotation, and connotation)	EN4VIIh-38
		7	Get the meaning of words through word association and classification	EN4VIIh-39
5	1	1	Fill out forms accurately (school forms, deposit and withdrawal slips etc.)	EN5WC-Iij-3.7
		2	Infer the meaning of unfamiliar words using context clues	
		3	Use compound and complex sentences to show cause and effect and problem- solution relationship of ideas	EN5G-Iva-1.8.1
		4	Compose clear and coherent sentences using appropriate grammatical structures: subject-agreement, kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency	EN5GIIa-3.9
6	1	1-3	Identify real or make-believe, fact or non-fact images	EN6VC-IIa6.2
		4-6	Interpret the meaning suggested in visual media through a focus on visual elements, e.g. line, symbols, color, gaze, framing and distance	EN5VC-III-f.3.8
		7-9	Make connections between information viewed and personal experiences	EN6VC-IVd-1.4
7	1	1	Supply other words or expressions that complete an analogy	EN7V-IV-c23.1
		2	Identify the genre, purpose, intended audience and features of various viewed texts such as movie clip, trailer newflash, internet-based program, documentary, video	EN7VC-1-d-6
		3	Use the active, and passive voice meaningfully in varied contexts	EN7G-III-c-2
		4	Use the past and past perfect tenses correctly in varied contexts	EN7G-III-h-3
		5	Use direct and reported speech appropriately in varied contexts	EN7G-II-e-3
		6	Use phrases, clauses, and sentences appropriately and meaningfully	EN7G-II-a-1



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		7	Use appropriate reading strategies to meet one's purpose e.g. scanning, skimming, close reading, etc. EN7RC-IV-b-10
8	1	1	Determine the meaning of words and expressions that reflect the local culture by noting context clues EN8V-If-6
		2	Use conventions in citing sources EN8SS-IIg-1.6.4
		3	Use modal verbs, nouns and adverbs appropriately
		4-5	Identify and use signals that indicate coherence e.g additive-also, moreover; causative – as a result, consequently; conditional/concessional-otherwise, in that case, however; essential- to begin with, in conclusion; clarifying- for instance, in fact, in addition
	1	6	Use a range of verbs, adjectives and adverbs to convey emotional response or reaction to an issue to persuade
9	1	1	Express permission, obligation, and prohibition using modals
		2	Use conditionals in expressing arguments EN9G-IIe-20
		3-4	Employ the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen
		5	Identify the distinguishing features of notable Anglo American Lyric Poetry, songs, poems, sermons, and allegories EN9LT-Ia-14.1
10	1	1	Use information from news reports, speeches, informative talks, panel discussions, etc. in everyday conversations and exchanges EN10LC-1a-11.1
		2	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text EN10RC-1a-2.15.2
		3	Appraise the unity of plot, setting and characterization in material viewed to achieve the writer's purpose EN10VC-IVc-29
		4	Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility effectiveness EN10VC-IVa-15
		5	Identify the different persuasive techniques and devises, and use them in sentences.

**SOME GUIDELINES FOR THE UTILIZATION OF THE ENGLISH MODULES**

1. The modules contain self- teaching and learning materials which make the learner to work independently with minimum teacher assistance. For the elementary graders, parents/tutors are needed to coach them as they engage with the activities at home.
2. The modules are purposely crafted for the learner to understand clearly the concepts, and learn the skills. Nevertheless, for further understanding of the concept, the teacher has to prepare contextualized weekly learning activity sheets/worksheets. In the preparation of worksheets, the MELC that is developed in the module must be the same.
3. To be appropriate, teachers must consider the time and pace of engagement of learners with the modules in a remote setting, the minimum, and maximum number of hours of engagement by each learner, plus the length of sustained attention in remote learning activities.







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4. Teachers shall have in depth reading of the modules before the distribution to learners.
5. English teachers have to design assessment, one written, and one performance-based per week, therefore a total of 8 assessments per quarter. Furthermore, in the construction of test items, there's a need to employ integration in terms of content input, and output.

**ADDITIONAL GUIDELINES**

The sequence of the parts needed to be followed as they showed interconnectedness. All modules are MELC-based.

- English 6\_Q1\_M1 consist of 3 Lessons, Lesson 1 is for week 1, and the 2 succeeding lessons are for week 2 and 3 respectively. Same is true with Module 2 and Module 3, therefore, there are 9 lessons for Modules 1-3. The other modules provided will serve as supplemental.
- In English 10, Module 2 consist of 3 lessons, and Module 3 consist of 2 lessons, making 5 lessons for 1 and 2 modules.

