



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

June 22, 2020

REGIONAL MEMORANDUM

No. **321**, s. 2020



PREPARATION AND SUBMISSION OF THE SIMPLIFIED MOST ESSENTIAL LEARNING COMPETENCIES (MELC) - BASED WEEKLY BUDGET OF LESSONS ACROSS GRADE LEVELS

To: Schools Division Superintendents
All Others Concerned

1. As part of the implementing measures in the Learning Continuity Plan, this Office, through the Curriculum and Learning Management Division, institutionalizes the **Preparation and Submission of Simplified MELC-Based Weekly Budget of Lessons Across Grade Levels which shall be used starting August 24, 2020 while awaiting the availability of the modules.**
2. Attached are proto-type samples of Simplified Budget of Lessons in English 5 and Science 7 as bases for the teachers in the development of the said budget of lessons while working from home.
3. The teachers shall likewise make appropriate learner's activity sheets which are anchored on the daily lessons while implementing the distance learning modality.
4. Aside from monitoring the submission, the District Supervisors and the Division Education Program Supervisors (EPSs) are instructed to prepare the MELC-based support learning materials (printed, audio, video, and etc.) to be shared to the teachers to complement their prepared lessons.
5. In no case teachers be required to develop modules, except those who have been tapped by the Division/Regional Office to be part of the pool of writers who have undergone proper orientation prior to the module development.
6. The Schools Division Superintendents shall ensure smooth implementation by empowering all the school heads in their jurisdiction.



7. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO IV
Director IV 

Enclosures: As stated

References: None

To be indicated in the Perpetual Index under the following subjects

ACTIVITY SHEETS

BUDGET OF LESSONS

MELCs

TEACHERS

CLMD-RMG



SIMPLIFIED MELC-BASED BUDGET OF LESSONS IN ENGLISH 5

AUGUST 24 - SEPTEMBER 4, 2020

MELC: Fill out forms accurately (school forms, deposit and withdrawal slips, etc.), Q1, page 111

<p>24 What are examples of school forms? What are the information needed in filling out these forms? Activity: Fill out a Student Information Sheet, Attendance Form, and Family Background Form</p>	<p>25 Have you gone to the school clinic? What school club are you in? Activity: Fill out a School Medical Form and a School Club Registration Form</p>	<p>26 How do you fill out check deposit and withdrawal slips? Why do you need to fill out these forms? Activity: Fill out deposit and withdrawal slips</p>	<p>27 How do you make a remittance payment? What information are needed to send money? Activity: Fill out a money remittance form</p>	<p>28 What is an email address? How do you create an email address? Activity: Fill out an email sign up form</p>
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MELC: Infer the meaning of unfamiliar words using context clues, Q1, page 111

<p>31 What is a context clue? What are compound words? Can you give examples? How do you infer the meaning of unfamiliar compound words based on given context clues? Activity: Infer the Meaning of Compound Words using Context Clues</p>	<p>1 What are affixes? Give examples. How can affixes aid a reader in using this type of context clue? Activity: Infer the Meaning of Words with Affixes Using Context Clues</p>	<p>2 What do blend words mean? How do you infer the meaning of unfamiliar blended words based on given context clues? Activity: Infer the Meaning of Blended Words Using Context Clues</p>	<p>3 How are words formed by clipping? How do you infer the meaning of clipped words based on given context clues? Activity: Infer the Meaning of Clipped Words Using Context Clues</p>	<p>4 What are synonyms and antonyms? Give five examples for each. Why are synonyms and antonyms important? Activity: Recognize Synonyms and Antonyms Application: Write an autobiography using synonyms and antonyms.</p>
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CLMD-TCPJ





SIMPLIFIED MELC-BASED BUDGET OF LESSONS IN SCIENCE 7

AUGUST 2020

Performance Standard (PS): Perform guided investigations involving community- based problems using locally available materials.

MELC 1: Describe the components of a scientific investigation.

Duration: 1 week (4 hours)

<p>24</p> <ul style="list-style-type: none">• What is a scientific investigation?• What are the steps in scientific method?• Find the order of events in scientific method.• What are the observation skills needed to identify a problem?	<p>25</p> <ul style="list-style-type: none">• What is a hypothesis? Give examples.• How do you write a testable hypothesis from a given problem statement?• How would you test hypothesis?• What are the variables involved in scientific investigation?• How do you identify dependent and independent variables from sample cases or problems? <p><i>*The teacher gives and solicits sample cases or problems.</i></p>	<p>26</p> <ul style="list-style-type: none">• What is the difference between control and experimental groups?• How do you identify control and experimental groups from sample cases or problems?• How do you draw a conclusion?• What conclusion matches the given problem, hypothesis, and/or methods? <p><i>*The teacher gives and solicits sample cases or problems.</i></p>	<p>27</p> <p>Application Phase: Investigating community- based problem</p> <ul style="list-style-type: none">• What are the common community-based problems that you have experienced? Give examples.• What are the corresponding solutions which use locally available materials?• Write a one-page journal about your experiences while doing the tasks for the week.
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AUGUST – SEPTEMBER 2020			
<p>PS: Make a chart, poster, or multimedia presentation of common elements showing their names, symbols, and uses. MELC 2: Recognize that substances are classified into elements and compounds. Duration: 2 weeks (8 hours)</p>			
<p>31</p> <ul style="list-style-type: none"> • What are elements? • What are examples of elements? • What are their uses? 	<p>1</p> <ul style="list-style-type: none"> • What is a Periodic Table of Elements? • What information are given in a Periodic Table of Elements? • What are the symbols for elements with short names? long names? 	<p>2</p> <ul style="list-style-type: none"> • What is meant by Group or Family and Series or Period in the Periodic Table of Elements? • What elements belong to the same Group? Period? • What is the Group and Period number of the given elements? <p><i>*The teacher gives a list of elements.</i></p>	<p>3</p> <ul style="list-style-type: none"> • What are compounds? • What are examples of compounds? • What are their uses?
<p>7</p> <ul style="list-style-type: none"> • How are elements similar to compounds? • How are elements different from compounds? • Classify whether a sample is an element or a compound. <p><i>*The teacher gives a list of samples.</i></p>	<p>8</p> <p>Application Phase:</p> <ul style="list-style-type: none"> • What are the common elements and compounds that you usually use? • Why are some elements expensive, while others are cheap? 	<p>9</p> <ul style="list-style-type: none"> • What elements are listed in the <i>Nutrition Facts</i> of a food label? • What elements and compounds are listed in the ingredients? • What are the uses of these elements and compounds from the given food? <p><i>*The teacher gives examples of Nutrition Facts and Ingredients.</i></p>	<p>10</p> <p>Application Phase:</p> <p>Make a graphic organizer, chart, poster, or multimedia presentation of common elements showing their names, symbols, and uses.</p>