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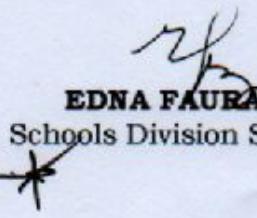
02 Mar 2021

DIVISION MEMORANDUM
No. 073, s. 2021

**COMPOSITION OF DIVISION DEVELOPERS AND QUALITY ASSURANCE TEAM OF
THE THIRD QUARTER WORKSHEETS**

To : Assistant Schools Division Superintendent
Chief, School Governance and Operations Division
Chief, Curriculum Implementation Division
Education Program Supervisors
Public Schools District Supervisors
All Schoolheads
All others concerned

1. Relative to DM-CI-2020-000 dated May 6, 2020 entitled **Clarifications on the Use of the Most Essential Learning Competencies (MELCs)** and in adherence to the Department of Education's commitment to deliver basic education and to ensure that there are available learning resources, this Office through the Learning Resources Management Section announces the Composition of the Division Developers and Quality Assurance Team of the Third Quarter Worksheets.
2. To facilitate the creation of developers and evaluators team per subject and grade level, a meeting will be held today, March 2, 2021 at 3:00 pm via Google Meet as its platform. This will be attended by Education Program Supervisors, Public Schools District Supervisors and Schoolheads.
3. Attached are the designated personnel of the Division Worksheet Developers and QA Team, Duties and Responsibilities, Worksheet Assigned per School, Worksheet Standards, Worksheet Template, and LR Developers and QA Team Template.
4. Immediate dissemination of this Memorandum is desired.


EDNA FAURE AGUSTIN
Schools Division Superintendent





Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BINAN CITY

Enclosures

DIVISION MANAGEMENT TEAM

COMMITTEE	ASSIGNMENT	DESIGNATION
Edna Faura-Agustin	Chairperson	Schools Division Superintendent
Edgardo B. Militante	Co-Chairperson	Asst. Schools Division Superintendent
Mary Ann L. Tatlongmariia	Over-All Team Leaders	Chief - CID
Bayani V. Enriquez		Chief - SGOD
Evelyn P. De Castro		EPS - LRMS
Marilyn E. Macababbad		PDO II
Allan E. Medenilla		Librarian
Leilani J. Miranda	Members/Evaluators	EPS-English
Violeta C. Umel		EPS-Math
Ronaldo P. Bago		EPS-Science
Raquel L. Azur		EPS-Filipino
Joel J. Valenzuela		EPS-AP
Lani A. Alonte		EPS-EPP
Angela A. Morando		EPS-MAPEH
Rodrigo M. Rodriguez		EPS-ESP
Rhea D.M. Bilbes		EPS-Kindergarten
Ginalyn M. Garcia	Facilitators	PSDS-District 1
Cherry R. Ang		Head Teacher, PHEMS
Angelo D. Uy		Principal, SHS San Antonio Campus
Edralin M. Micua		PSDS- District 2
Nenette M. Lacuarin		Principal, MES



Marietta I. Faraoan Leslie V. Denosta	Head Teacher, MES EAST Principal, NEREO PSDS-District 3
Sonny L. Atanacio Pilar I. De Castro Jessica B. Penales Julie Ann D. Natividad	Principal, BES Head Teacher, CES Principal, BINHS PSDS-District 4
Delfina R. Antipolo Myrna G. Palma Ruby C. Almadrones Jonar C. Olicia	Principal, DESMAIN Principal, DESWEST Head Teacher, Dela Paz NHS PSDS-District 5
Reynante M. Sofera Roan A. Segales Marivic A. Gudoy	Principal, SVES Head Teacher, TAMAYO PSDS-District 6
Erwin P. Legasto Charity Mae L. Satoquia Elsa M. Manalo Oliver P. Caliwag	Head Teacher, PLES Head Teacher, ZES Principal, JACOBO PSDS-District 7
Clarita C. Rey Digna D. Falculan Maria Antonette E. Jao Norissa C. Mercado Marlon B. Flores	Principal, SFES Head Teacher, SSES Head Teacher, TGES MT/OIC, SFINHS PSDS-District 8
Rowena K. Ramos Grace P. Hufalar Marietta B. Maneja Ma. Beatriz T. Manaig Roderick C. Tobias	Principal, STES MT/OIC, LANGKES Principal, BSSAA Principal, SHS Sto. Tomas Campus PSDS-District 9
Leonora C. Cruz Rowena S. Bederico Mildred D. Dina	Principal, SV5A ES Principal, SV5A INHS PSDS-District 10
Romulo D. Casipit Emmanuelita J. Alonde Shirley V. Cads Jericho B. Balmes	MT/OIC, SV5 Timbaao Head Teacher, LOMA MT/OIC, SHS Timbaao Campus PSDS-District 11
Baldrin B. Belen Gemma H. Ocampo Raul M. Volante Nerra A. Visperas	MT/OIC, MAMPLES Head Teacher, GES MT/OIC, MNHHS
Atty. Nesley Rae P. Cruz	Legal Officer Attorney III



**LEARNING RESOURCE DEVELOPERS AND QUALITY ASSURANCE TEAM
ASSIGNMENT PER SCHOOL**

DISTRICT	ELEMENTARY SCHOOLS	WORKSHEET ASSIGNMENT	JUNIOR SCHOOLS	WORKSHEET ASSIGNMENT
1	Pagkakaisa ES	Health 2, Arts 4, ESP 4		
	Pedro Escueta ES	Arts 4		
2	Malabanan ES	AP 5-6, Health 3	Nereo	Science 9
	Malabanan East ES	AP 4		ESP 8, Arts & PE 8
3	Binan ES	Science 4, Health 6, Math 5		AP 7, Math 8
	Canlalay ES	Science 6, English 6, Kinder	BINHS	Science 8
4				ESP 10
				English 9-10
5				Health & Music 8
6	Dela Main ES	Filipino 4		
	Dela Paz West ES	Filipino 5	DNHS	ESP 7
7	Marcelino Batista ES	Health 1, Kinder, Filipino 6		Arts & PE 10
		English 5, Health 5, Math 4		
8	San Vicente ES	English 4		
	Tamayo ES	AP 4		
9	Turalba ES			
10	Platero ES	Arts 5	JZGMNSH	ESP 9, Math 9 and 10
	Zapote ES	Arts 6, ESP 6		Health & Music 7, AP 10
11	San Francisco ES	Kinder		Science 10
	Soro-Soro SES	ESP	SFINHS	Arts & PE 9
12	Tubigan ES			
13	Sto. Tomas ES	Kinder	BSSAA	Science 7, Math 7
	Langkiwa ES	PE 5		English 7-8



			Health & Music 10
9	SV5A ES Timbaos ES	Science 5, Health 4, ESP 5 PE 4	Filipino 7-8, Health & Music 9, AP9
10	SV5 ES OLLES Loma ES	Math 6 PE 6 Music 4	
11	Mamplasan ES Ganado ES	Music 5 Music 6	Filipino 9-10 Arts & PE 7, AP 8

LEARNING RESOURCE DEVELOPERS AND QUALITY ASSURANCE TEAM

SCHOOL YEAR	2020-2021	Educational Program Supervisor	Ronaldo P. Bago
LR TYPE	WORKSHEET	Activity Time Frame	February 2021
SUBJECT / LEVEL	SCIENCE 3	Purpose	for division learners' use
QUARTER	Third Quarter		

Grade Level	MELC No.	WRITER	Week Number	ILLUSTRATOR	LAYOUT ARTIST	CONTENT EVALUATOR / EDITOR	LANGUAGE EDITOR	LAYOUT EDITOR
3	15	Erika Marie A. Nuñez	1					
		Rina Mae T. Camu						
		Elizabeth L. Catindig	2					
		Armelyn Q. Noble						
		Ma. Cecilia Q. Gonzalez	3					
		Portia C. Matias						
		Misty Marell E. Almada	4					
		Riza Ann Loraine M. Lopez						



	Maria Dolores Aimee B. Cruz	5	Raissa S. Janaban	
	Isabel G. Barcelona			
	May A. Almendral	6		
	Jerwin L. Banzuela		Charlene L. Banzuela	
16	Ryan Russelle A. Palad	7	Mary Ann C. Azucena	Nancy D. Landicho
	Celeste C. Lizen			
	Marilyn B. Salvidar	8	Ma. Donna V. Marquez	
	Grace M. Frayres			



LEARNING RESOURCE DEVELOPERS AND QUALITY ASSURANCE TEAM

SCHOOL YEAR	2020-2021		Education Program Supervisor	Rodrigo M. Rodriguez Jr.
LR TYPE	WORKSHEET		Activity Time Frame	January 30-February 6, 2021
SUBJECT / LEVEL	ESP 1-3		Purpose	for division and Region IV-A learners' use
QUARTER	Third Quarter			

Grade Level	MELC No.	WRITER	Week Number	ILLUSTRATOR	AYOUT ARTIST	CONTENT EVALUATOR / EDITOR	LANGUAGE EDITOR	LAYOUT EDITOR
1	11, 12	Ara Gia S. Almarinez	1-4			Mary Rose Magbujos	Deon Carlo Hernandez (Evaluator)	Ernesto C. Caberte Jr.
1	13, 14, 15	Lerma P. Gonzales	5-8	Sonny Bhoy L. Flores	Ricky P. Torrenueva	Gerlie L. Bunag (Evaluator)	Elyn Pearl S. Nismal	Marilyn E. Macababbaad
1	14, 15, 16, 17	Doriza C. Corro	1-4	Joseph O. Octemia	Ricky P. Banta (Content Editor)	Asternaellyn J. Banta (Content Editor)	Ricky P. Torrenueva	Aldyzon Adeza
2	18, 19, 20, 21	Elizabeth A. Sangkate	5-8			Marilyn E. Macababbaad	Maria Ela C. Azul (Content Editor)	Shaene Dianne A. Cayamanda (Content Editor)



3	11, 12, 13	Diana M. Relanes	1-4		
3	13, 14, 15	Rizalita V. Mendoza	5-8		





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**TERMS OF REFERENCES
WORKSHEETS**

Designation	Terms of Reference
Chairperson Co-chairperson	<ul style="list-style-type: none">Oversee the conduct of worksheet development and quality assurance
Team Leader	<ul style="list-style-type: none">Monitor the conduct of evaluation, review and validation of worksheetCapacitate developers and QA team through orientation
Member	<ul style="list-style-type: none">Facilitate the development and quality assuranceCapacitate developers and QA team through orientationIdentify, notify and update developers and QA team membersLog/transmit the resources to QA team members with corresponding tools (if needed)Provide technical assistance to developers and QA team membersConsolidate evaluation/review validation reports to be submitted to the team leaders/chairForward the quality assured LR to the team leader/co-chair/chair for recommendation to and for approval of the highest approving authorityPrepare the quality assurance reportsUpload the quality assured worksheets in the SDO link
Facilitator	<ul style="list-style-type: none">Facilitate the development and quality assuranceCapacitate developers and QA team through orientationIdentify, notify and update developers and QA team membersLog/transmit the resources to QA team members with corresponding tools (if needed)Provide technical assistance to developers and QA team members
Legal Officer	<ul style="list-style-type: none">Provide advice on different legal issues and assist in drafting legal memoranda and other legal documents
Writer	<ul style="list-style-type: none">Write the worksheet according to the prescribed standardsApprove the illustrationsIncorporate comments and suggestions on the manuscript



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	<ul style="list-style-type: none"> • Obtain permission to use copyrighted materials from the original owners • Ensure that the copyright and intellectual property law is strictly followed during the development process • Certify that the manuscript is free from copyright and intellectual property issues • Attend orientation and editorial meetings related to the development of Leap and Link • Accomplish the following forms (if needed) <ul style="list-style-type: none"> -Writers Assignment Agreement -Template Communications seeking Permission to Copy -Model Release form
Illustrator	<ul style="list-style-type: none"> • Provide illustrations and visuals needed in the manuscript according to the set standards • Finalize illustrations and visuals based on the writers' and reviewers' comments and suggestions • Attend orientation and editorial meetings related to the development of worksheet • Accomplish <ul style="list-style-type: none"> -Artwork Assignment Agreement
Layout Artist	<ul style="list-style-type: none"> • Layout manuscript according to the worksheet standards • Attend orientation editorial meetings • Submit the editable digital file of the manuscript on the agreed schedule following the worksheet standards
Content Reviewer	<ul style="list-style-type: none"> • Attend the orientation meeting and participates in the evaluation/review/final review workshops (if needed) • Evaluate the developed LR, review the final LR, and do last review the final LR in the assigned learning area to check the accuracy of the content, suitability of pedagogy and instructional design , and identify other types of errors • Write specific comments and recommendations • Discuss with other QA team members to arrive in a consensus on the comments and recommendations that shall be made on the LR • Submit the duly accomplished and appropriate tools to the QA team leader and secretariat • Check and proofread the assigned LR to ensure comments and recommendations are accurately, completely, and appropriately implemented
Content Editor	<ul style="list-style-type: none"> • Attend the orientation meeting and participates in the evaluation/review/final review workshops (if needed) • Edit the developed LR, review the final LR, and edit the final LR in the assigned learning area to check the accuracy of the content, suitability of pedagogy and instructional design , and identify other types of errors • Write specific comments and recommendations and perform necessary editing.



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	<ul style="list-style-type: none"> • Discuss with other QA team members to arrive in a consensus on the comments and recommendations that shall be made on the LR • Submit the duly accomplished and appropriate tools to the QA team leader and secretariat • Check and edit the assigned LR to ensure comments and recommendations are accurately,
Language Editor	<ul style="list-style-type: none"> • Attend the orientation meeting and participates in the evaluation/review/final review workshops (if needed) • Evaluate the developed LR, review the revised LR, and final review the LR in the assigned learning area to check for language errors (coherence and clarity, grammar, diction, verbosity, syntax, spelling, consistency in style • Write specific comments and recommendations • Discuss with other QA team members to arrive in a consensus on the comments and recommendations that shall be made on the LR • Submit the duly accomplished and appropriate tools to the QA team leader and secretariat • Check and proofread the assigned LR to ensure comments and recommendations are accurately, completely, and appropriately implemented
Layout Editor	<ul style="list-style-type: none"> • Attend the orientation meeting and participates in the evaluation/review/final review workshops (if needed) • Evaluate the developed LR, review the revised LR, and do a last review the LR in the assigned learning area to check on layout design for clarity and appropriateness and review the artworks to ensure congruency with skill/competency, social content and appropriateness to target users • Recommend suggestions for improvement/enhancement of illustrations and layout and/or improve the illustrations and other artworks • Write specific comments and recommendations • Discuss with other QA team members to arrive in a consensus on the comments and recommendations that shall be made on the LR • Submit the duly accomplished and appropriate tools to the QA team leader and secretariat • Check and proofread the assigned LR to ensure comments and recommendations are accurately, completely, and appropriately implemented



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WORKSHEET STANDARDS

I. GENERAL SPECIFICATIONS					
General Requirement	<ul style="list-style-type: none"> Worksheet per week 				
Nature of the Worksheet	<ul style="list-style-type: none"> Worksheet with reference to the MELC Worksheet with legit reference 				
Focus	Prerequisite skills/MELC				
Language	<ul style="list-style-type: none"> Worksheet shall use everyday language of the learner. It shall use appropriate language and vocabulary. The length of sentences, paragraphs shall be age-appropriate. The language to be used shall be: <ul style="list-style-type: none"> -K to 3 -All learning areas except English is Filipino -Grades 4 to 12 <ul style="list-style-type: none"> Filipino, ESP – Filipino English, Science and Math – English MAPEH, EPP-TLE <ul style="list-style-type: none"> Grades 4 to 5 – Filipino Grades 6 to 12 – English Araling Panlipunan –Grades 4-10 Filipino 				
Illustrations	<ul style="list-style-type: none"> Illustrations shall adhere to the Social Content Guidelines. Filipino characters (if applicable) shall be the subject of illustrations. People, animals, places, and objects shall be appropriate to the age, grade level and context of the learners. Illustrations shall clarify and/or enhance concepts. Illustrations and visuals shall be gender and culture sensitive. 				
Videos	Legit sources				
Style Guide	APA format				
Copyright	<ul style="list-style-type: none"> The writer shall secure permission to use third-party contents from the copyright owners. Permission to be included includes giving rights to distribute in printed and digital forms and to convert into other formats the copyrighted work requested. Communications Seeking Permission to Copy may be used in seeking permissions from the copyright owners. If photos are to be used, permission from the photo subjects shall also be secured. Use Pho to waiver. 				
II. TECHNICAL SPECIFICATIONS					
Page Setup	<table border="1"> <thead> <tr> <th>Paper Size</th><th>Orientation</th></tr> </thead> <tbody> <tr> <td>8.27 X 11.69 (A4)</td><td>Portarrait</td></tr> </tbody> </table>	Paper Size	Orientation	8.27 X 11.69 (A4)	Portarrait
Paper Size	Orientation				
8.27 X 11.69 (A4)	Portarrait				
Font Type	K to 3 – Alfabeto/Century Gothic 4-12 - Bookman Oldstyle				
Font Size	K – 16; Grades 1 to 2 – 16 Grades 3 – 14 4 to 12 - 12				



IV. SOCIAL CONTENT GUIDELINES**A. The Filipino Learner**

1. Portray the learners as multi-faceted with physical, intellectual, and psycho-emotional, spiritual and sociocultural traits.
2. Highlight the dignity of learners and communicate respect for their rights.
3. Uphold the learners' unique values and principles that shape their way of thinking and dealing with others.
4. Mirror the diversity of learners' lived experiences, settings, and contexts.
5. Depict learners as capable of constructing and reflecting on their own experiences and the experiences of others.
6. Portray learners as active seekers of knowledge who rely on multiple sources of information and are able to think critically about that knowledge.
7. Depict learners as having 21st century skills (information, media, and technology skills, learning and innovation skills, communication skills, life and career skills) who actively develop, take advantage of, and put such skills to good use.
8. Nurture learners' curiosity and creativity so they will develop into life-long learners.

B. The Filipino Nation and Philippine Society

1. Depict national symbols and institutions in contexts that promote respect for their meanings.
2. Foster a sense of justice and obedience to and respect for the Constitution and the law.
3. Maximize the use of illustrations and photographs depicting the diversity of Philippine settings and environments (e.g., local communities, local objects, flora and fauna endemic to the Philippines).
4. Highlight the diversity of Philippine cultural communities, including indigenous cultural communities (ICCs).
5. Depict expression of Philippine cultures- technologies, inventions, games, dances, songs, literature, dress, food, festivals, celebrations, practices, customs, and others - guided by protocols for culture sensitivity such as DO 51, s. 2014 (Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture).
6. Show community settings that feature a mix of rural, sub-urban, and urban situations without stereotyping any of them.
7. Refrain from giving importance and attention to popularized fads, transitory personages and events, and untested theories or views.
8. Include foreign products, practices, and values only as needed and appropriate to the competencies being covered. When included, these foreign products must be featured in ways that do not prejudice Philippine products, practices, and values.

C. Citizenship and Social Responsibility

1. Encourage participative and responsible citizenship (e.g., depicting individual initiative rather than overdependence on organized government, dole-outs, or foreign aid).
2. Promote respect for the rights of children, elderly, persons with disability (PWDs), Indigenous Cultural Community (ICCs)/Indigenous Peoples (IPs), pregnant women, workers, and other vulnerable sectors of the society.



3. Promote the observance of high ethical standards and codes of behavior in all aspects of the society.
4. Foster attitudes of inclusivity, acceptance, understanding, and appreciation for diverse cultures, sectors, and groups in society.
5. Depict contributions of individuals and ethnic, cultural, and religious groups that promote the common good of the community and the larger society.
6. Feature role models who come from different places, historical periods, socio-cultural contexts, genders, abilities, and ages. They must be of exceptional and acknowledged accomplishment or virtue regardless of their ethnic, cultural, or political origin or affiliation.
7. Depict a person's or a group's accomplishments and virtues accurately and avoid sensationalizing or unduly extolling them.
8. Avoid the depiction of physical, sexual, verbal, and mental abuse of adults and children as well as violent sports and entertainment.
9. Avoid featuring or including situations and materials that encourage or rationalize crime, violence, and the maligning of people.

D. Individuals and Social Identities

1. Depict the ethnic, physical, mental, religious, cultural and socio-economic diversity of individuals and their circumstances in society and promote sensitivity to and respect for the dignity and equal treatment of all. These may include PWD learners and their learning circumstances and learners in varied cultural and religious contexts among others.
2. Avoid views or opinions that highlight stereotypes and encourage cultural, moral, and social insensitivities against particular social classes, gender groups, political affiliations, cultural or religious groups.
3. Avoid inaccurate, unnecessary, or inappropriate portrayal of or reference to the physical appearance, cultural customs, social classes, symbols, observances, festivals, dress, names, or language of any ethnic group or nationality.
4. Avoid sexist language, bias, prejudice, and stereotyping of various genders in the depiction of behaviors, home and family roles, professions, occupations, and contributions to society.

E. Social Institutions

Family

1. Show respect for different family patterns (e.g., nuclear, extended, with a single parent, or with two parents, etc.).
2. Promote responsible parenthood which include shared parenting, shared home management, and shared decision-making in various areas of home life (e.g., finances, education of the children, reproductive health, and the like).

Religious / Faith groups

3. Use religious references, symbols, celebrations, and language (in the text, illustrations, or photographs) free of bias and only when it is appropriate in relation to the subject matter.
4. Ensure that any reference to a religious group is appropriate, accurate, and authentic in relation to the setting and/or period of history in which they are presented.

Work institutions

5. Present and promote a balanced and just relationship between workers and managers in the depiction of their roles and responsibilities.
6. Shows workers of various professions that contribute positively to the development or growth of their communities or of the country.



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7. Present public servants such as police officers, soldiers, and government officials as responsible, accountable, trustworthy, and working for the common good of the community.

Commercial entities

8. Avoid mentioning commercial brand names and corporate logos in text or showing them in illustrations or photographs. Instead, writers may invent or fabricate a brand in order to fulfill the purpose of the lesson without promoting real-life brand names and products.
9. Avoid incorporating any form of commercial solicitation and advertising like promotional materials, chain letters, and pyramid schemes.

F. Gender

1. Avoid differentiating, either explicitly or implicitly between the capability of males and females to contribute to the political, economic, or social well-being of Philippine society of the world.
2. Maintain balance in the treatment of gender roles, occupations, and contributions in both text and nontext material.
3. Depict gender and sexuality as an aspect of one's personhood in positive ways.
4. Portray gender and sexual diversity in a respectful manner using a rights-based approach.

G. Media, Technology, and Communication

1. Portray ethical media practices.
2. Demonstrate the importance of using different forms of media as a means for communication and expression of ideas.
3. Highlight technological innovations as products of human ingenuity and as part of human development.
4. Depict responsible, safe, and secure use of information and communications technology (ICT).
5. Promote positive and healthy attitudes towards ICT and its use.

H. Health and Safety

1. Promote the physical and mental well-being of children and adults while applying gender sensitivity with regard to health concerns.
2. Promote proper nutrition and avoid featuring junk food and their enjoyment.
3. Promote healthy and safety standards and precautions.
4. Promote disaster-risk management and preparedness.
5. Discourage the habitual use of tobacco and alcohol and the use of narcotics, restricted drugs, and other addictive substances.

I. Environment

1. Portray a lifestyle that contributes toward reducing the impact of climate change.
2. Portray efforts to conserve and care for the country's natural resources and protect the wellbeing of the environment.
3. Promote personal and community involvement in environmental management for sustainable development.
4. Encourage humane treatment of and respect for all life forms.



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_____ QUARTER
Subject
WORKSHEET WEEK No. _____

MELC: _____

References: _____

Reminders: Here are the additional activities for you to understand the lesson further. Write your answers on the sheets provided.

INTRODUCTION:

Concept Formation

Learning Task 1:

DEVELOPMENT:

Learning Task 1:

ENGAGEMENT:

Learning Task _:

ASSIMILATION:

Learning Task _:



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IKATLONG MARKAHAN
Asignatura
WORKSHEET WEEK No. _____

MELC: _____

Mga Sanggunian: _____

Paalala:

Narito ang karagdagang gawain upang higit mong maunawaan ang leksyong tinatalakay. Isulat sa sagutang papel ang iyong mga sagot.

PANIMULA

Pagbuo ng Konsepto

Gawain sa Pagkatuto Bilang 1:

PAGPAPAUNLAD

Gawain sa Pagkatuto Bilang 2:

PAKIKIPAGPALIHAN:

Gawain sa Pagkatuto Bilang 3:

PAGLALAPAT:

Gawain sa Pagkatuto Bilang 4:



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