



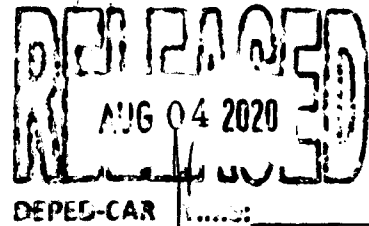
Republic of the Philippines
Department of Education
Cordillera Administrative Region

August 3, 2020

REGIONAL MEMORANDUM

No. 224-2020

**To: Assistant Regional Director
Schools Division Superintendents
All Divisions
All Others Concerned**



DEVELOPMENT OF LEARNING RESOURCES FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS PUSHED THROUGH BAYANIHAN

1. Pursuant to DepEd's Sulong Edukalidad and DepEd-CAR's Learning Continuity Operational Plan, the Regional Office through the Curriculum Learning and Management Division, in partnership with the Schools Division Offices and SPED Centers, will prepare contextualized learning resources for Learners with Special Educational Needs. In so doing, the gaps experienced during the conduct of Pilot Testing would be addressed.
2. In connection, the SDO Focal Person in SPED and SPED Center School Heads are requested to facilitate the development of learning resources by all SPED Teachers handling Self-Contained classes prioritizing the first quarter. The Learning Resources shall be based on the Refined Learning Competencies for SPED and shall be shared across SDOs.
3. Learning resources with complete attachments, which may be delivered through online and/or offline modes, shall be developed to initially prioritize the first quarter of SY 2020-2021.
4. The School LRMS Team must provide guidance in the preparation of the expected learning resources in compliance with the standards of the Bureau of Learning Resources and as stipulated in RM No. 91, s. 2020. A sample is attached as Enclosure 1 for easy reference.
5. To further ensure the quality of outputs, the School LRMS Team may seek guidance from their SDO Learning Resource Management System EPS or Focal Person.
6. Below is the list of learning area or skill and the focal person for this task. The focal person assigned shall collect the quality assured learning resources assigned and submit these through email to the RO SPED Focal at denia.tarnate@deped.gov.ph





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Division	Learning Area/Skill	Focal Person
Abra	Communication	Jumar Barbadillo jumar.barbadillo001@deped.gov.ph 09551235574
Apayao	Self – Help	Leah Grace Tuliao leahgrace.tuliao@deped.gov.ph 09750938529/09309352364
Baguio City	Visual Impairment (Focus: Numeracy and Communication)	Sherilyne Bustarga sherilyne.bustarga@deped.gov.ph 09228057963
	Hearing Impairment (Focus: Numeracy and Communication)	Arlene Compay acompay@yahoo.com 09473787356
Benguet	Numeracy	Mesenia Laquiao mesenia.lacquiao@deped.gov.ph 09101558402
	Hearing Impairment (Focus: Numeracy and Communication)	Clyde Praille Burgos clydepraille.burgos@deped.gov.ph 09076115555
Ifugao	Social	Fleurdeliza Tegui-in fluertegui-in@gmail.com 09279817385
Kalinga	Motor/Movement and Musical	Jane Basitan jane.basitan@deped.gov.ph 09397439768
Mt. Province	Pre – Vocational	Nora Burgan nora.burgan@deped.gov.ph 09508821449
Tabuk City	Vocational	Lilnette Godinez lilnette.godinez@deped.gov.ph 09084929170/09068455260

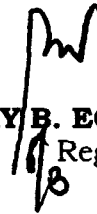
- Attached in Enclosure 2 is the schedule of development and submission for your guidance.
- Development and quality assurance of learning resources for Quarters 2, 3, and 4 shall be continuous. Quality assurance must be done through the SDO LR Focals before submitting to the RO.





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9. Certificates of Recognition shall be awarded to the Teachers or School Heads as developers of the learning materials. These shall be given after submission of the learning resources per quarter.
10. The weekly learning plan for Quarter 1 shall be crafted by the RO SPED Focal, in consultation with the SDO SPED Focals.
11. Immediate dissemination of and compliance with this Memorandum is directed.


MAY B. ECLAR, PhD, CESO V
Regional Director

CLMD/CFM/dot



Address: Wangal, La Trinidad, Benguet, 2601
Telephone No: (074) 422 – 1318 | **Fax No.:** (074) 422-4074
Website: www.depedcar.ph | **Email Address:** car@deped.gov.ph



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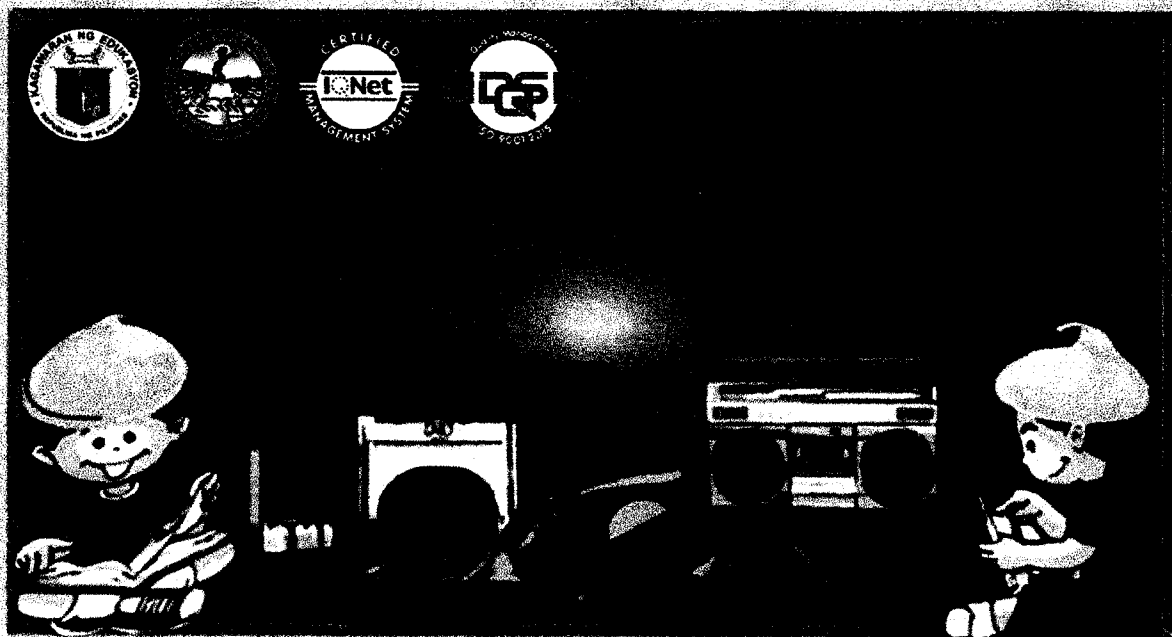


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Enclosure 1. Sample Learning Material for LSEs

Recognizing Primary Colors

Activity Sheets in Numeracy Skill
for SPED Non-Graded
First Quarter



JOCELYN V. BELANDRES



Address: Wangal, La Trinidad, Benguet, 2601
Telephone No: (074) 422 – 1318 | Fax No.: (074) 422-4074
Website: www.depedcar.ph | Email Address: car@deped.gov.ph



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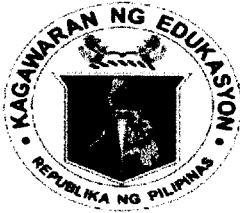
Developer

Cordillera Administrative Region

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DEPARTMENT OF EDUCATION

Cordillera Administrative Region
SCHOOLS DIVISION OF ABRA

Bangued, Abra



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Cordillera Administrative
Region Schools Division
Schools Division of Abra

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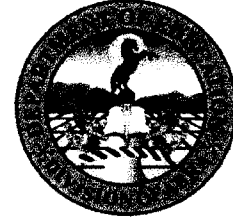




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SCHOOLS DIVISION OF ABRA
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PREFACE

This Activity Sheet is a project of the Curriculum Implementation Division particularly the Learning Resource Management and Development Unit, Department of Education, Schools Division of Abra. This Learning Material is in response to the implementation of the K12 Curriculum. This material aims to improve performance specifically in Science.

Writer/Developer: Jocelyn V. Belandres

Illustrator: AeJay V. Belandres

Cover Design & Layout: Jocelyn V. Belandres

Date of Development: July 9, 2020

Learning Area: Numeracy Skill

Grade Level: SPED Non-Graded

Resource Type: Activity Sheet

Code/ Learning Competency: A.1 Recognizes red, blue, and yellow (primary colors) objects

Quarter/week: First Quarter/Week 1

Resource Location: DepEd SCHOOLS DIVISION OF ABRA





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The developer would like to express her special thanks of gratitude to the Almighty God, the source of wisdom and knowledge, for His guidance and protection. To her school head who supported and guided her which made this work possible. To her learners, who are the reasons for this work for its completion.

Furthermore, to Learning Resource Management System, to Mr. Ronald T. Marquez and Mr. Pedro B. Talingdan Jr. whose challenges and productive critics. To her parents for their love and support throughout my life. Thank you both for giving me the strength to reach for the stars and chase my dreams.

JOCELYN V. BELANDRES
Developer/Writer

INSTRUCTIONAL MANAGEMENT SECTION
LEARNING RESOURCE MANAGEMENT SECTION

RIZA E. PERALTA
Librarian II

RYNWALTER A. PAA
Project Development Officer II

PEDRO B. TALINGDAN JR
Education Program Supervisor
Supervisor-LRMDS

RONALD T. MARQUEZ
Education Program

CONSULTANTS
HEDWIG M. BELMES
Chief Education Supervisor , Curriculum Implementation Division

CHRISTOPHER C. BENIGNO
Office of the Assistant Schools Division Superintendent

GLORIA B. BUYA-AO
Schools Division Superintendent
Office of the Schools Division Superintendent





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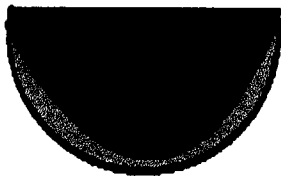
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Lesson 1: Activity 1 (Day 1)

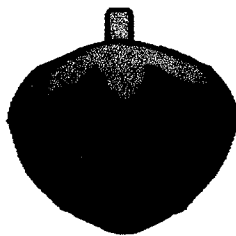
Recognizing red, blue, and yellow (primary colors) objects.

Objective: To recognize red blue and yellow (primary colors) objects.

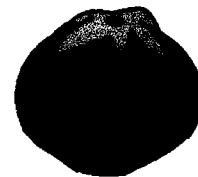
Directions: Name each picture and tell its color.



watermelon (red)



strawberry (red)



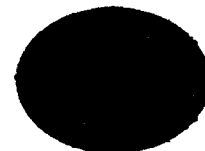
tomato (red)



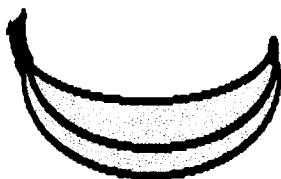
basket (blue)



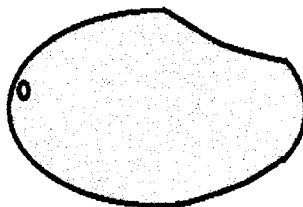
cap (blue)



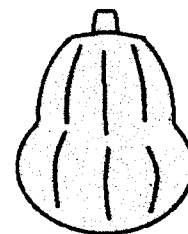
ball (blue)



banana (yellow)



mango (yellow)



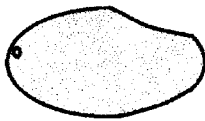
papaya (yellow)



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Activity 1: (Day 1)
(Parent-Guided Activity)

Directions: Put the objects in the tray which has the same color of that of the tray by drawing a line.



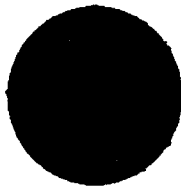
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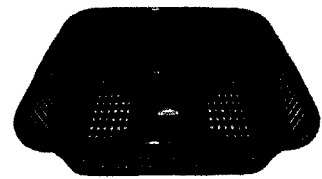
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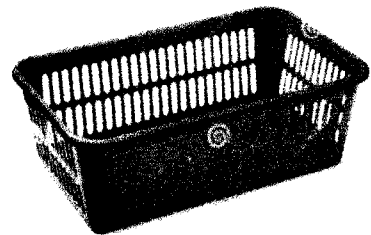
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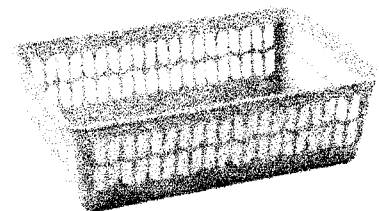
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Activity 2:(Day 2)
(Parent-Guided Activity)

Directions: Study the pictures below. Name each picture and encircle what each sentence describes.

1. It is red.



2. It is blue.



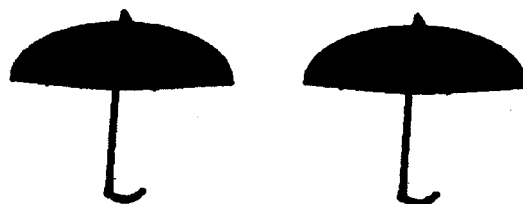
3. It is yellow.



4. It is yellow.



5. It is red.

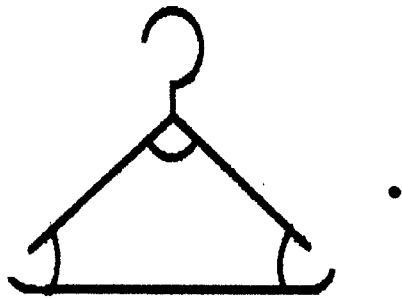




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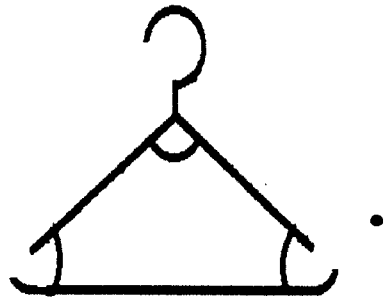
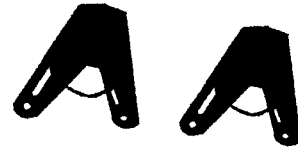
Activity 3:(Day 3)
(Parent -Guided Activity)

Directions: Draw a line to match the objects which have the same color.



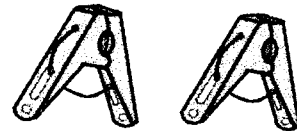
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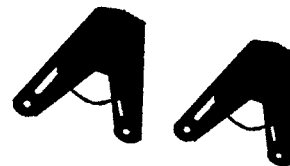
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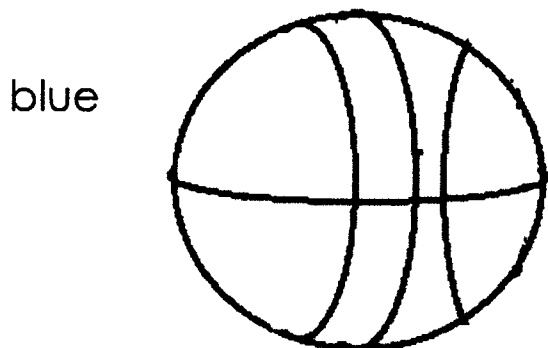
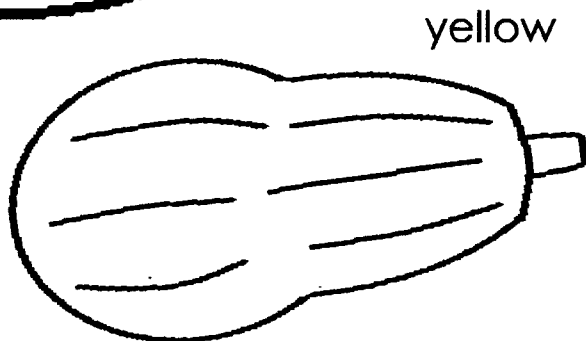
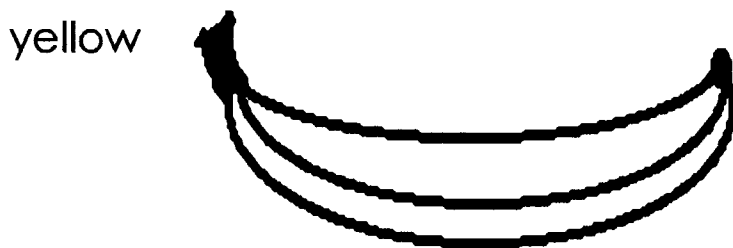
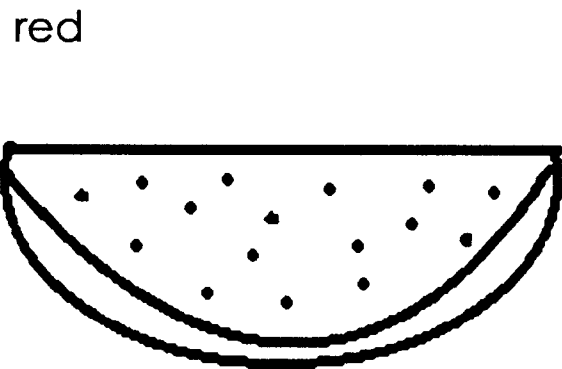
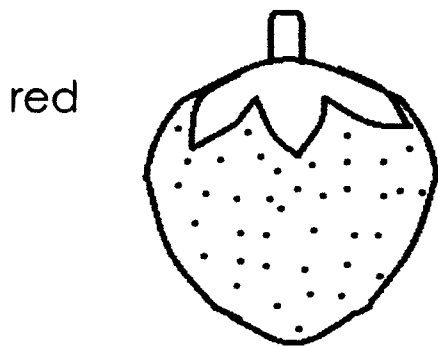




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Activity 4 :(Day 4)
(Parent-Guided Activity)

Directions: Name the picture after your parent. Name and color it correctly.





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CLOSURE

Color plays a vitally important role in the world we live. Color can sway thinking, change actions and cause reactions. It can irritate or soothe your eyes, raise your blood pressure or suppress your appetite.

Red blue and yellow are **primary colors**. There are objects or things in the surrounding that are color red, blue, and yellow which make our life colorful like red strawberry, red watermelon, red tomato, yellow banana, yellow mango, yellow papaya, blue basket, blue ball and blue cap.





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Key to Correction

- Lesson 1**
- Activity 1**
1. mango—yellow tray
 2. banana—yellow tray
 3. strawberry—red tray
 4. watermelon—red tray
 5. cap—blue tray
 6. ball—blue tray
- Activity 2:**
1. red balloon
 2. blue bag
 3. yellow flower
 4. yellow cap
 5. red umbrella
- Activity 3:**
1. red hanger to red clothespin
 2. blue hanger to blue clothes pin
 3. yellow hanger to yellow clothespin
- Activity 4:**
1. red strawberry
 2. red watermelon
 3. yellow banana
 4. yellow papaya
 5. blue ball





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References:

Curriculum for SPED (Intellectual Disability)

Reading Power for Kinder

Retrieved: July 13, 2020 <https://www.colormatters.com>

Retrieved: July 13, 2020 from <https://www.google.com/>

Retrieved : July 13,2020 _from

[https://www.shutterstock.com/search/child+ watching+ tv](https://www.shutterstock.com/search/child+watching+tv)

Retrieved: July 15, 2020 from <https://www.youtube.com/watch>





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A Semi-Detailed Lesson Plan in Numeracy Skills
 for SPED Learners with Intellectual Disability

I. OBJECTIVE:

To recognize red blue yellow (primary colors) objects

II. SUBJECT MATTER: Recognizing red blue red (primary colors) objects

Thematic Teaching: Number Skills, Communication Skills, Gross Motor Skills,
 Social Skills and Fine Motor Skills

Materials: real objects, video, Activity Sheets,MP3,MP4

Value: Being Healthy/Care for Oneself

References: Curriculum For SPED/Intellectual Disability

Reading Power for Kinder pages 2-7 by Nenita A. Apolinar and Ethel
 Grace A.
 Ramos

III. PROCEDURE

A. 1. Preparatory Activities

Teacher's Activity	Learners' Activity
Let us pray	Learners pray.
How are you children?	I am fine!
Let us sing a song entitled "Red Color Where are You"	Learners dance
Let us have a dance exercise.	

2. Motivation

What is your favorite fruit?	Mango/ banana/strawberry
What do you see?	A basket of fruits
What fruits are in the basket?	banana, strawberry
What are their colors?	red and yellow
What is the color of the basket?	blue

3. Presentation





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<p>Our lesson for today is about primary colors red blue and yellow colors.</p> <p>(The teacher will show red blue yellow crayons)</p> <p>(The teacher will show red, blue, and yellow balloons)</p> <p>(The parent will assist the learner in blowing the balloons?)</p>	<p>(The learners will be guided by the parent to blow the balloons)</p> <p>(After blowing let the balloon the learner will tell its color)</p>
---	--

4. Parent-Guided Activity

<p>A. Pre-Activity (Parent Guided Activity)</p> <p>1. Let us have a game called "Color Hopping"</p> <p>You are going to put the fruits in the tray which color is the same as that of the fruit. The trays are colored red, blue and yellow.</p> <p>You are going to step or hop on the right paper colored red, blue or yellow. If I say red, step on the red paper. If I say blue, step on the blue paper and if I say yellow hop on the yellow paper.</p> <p>(The colored papers that are foot-shaped are prepared beforehand)</p> <p>(After the game, the parent will guide the learner to study the pictures in the Activity sheet on page 1)</p> <p>Now we are going to study Lesson 1 in the Activity Sheets on page 1) 10</p>	<p>The learner will perform the activity with the guidance of the parent)</p> <p>Water melon (red), strawberry (red) tomato (red)</p> <p>Basket blue) cap(blue) ball(blue) banana (yellow) mango(yellow)</p>
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What objects do you see? Tell their colors. Sing a song "Red Color Where are you?"	
--	--

5. Story Telling

What do you do when someone is telling a story? The teacher will tell a story entitled "Dagiti Tallo nga Agkakabsat"	Listen carefully to the teacher.
---	----------------------------------

6. Comprehension Check-Up

Who are the three siblings? What fruits does Ana like to eat? What color of fruits does Ana like to eat? How about Alma ,What fruits does she like to eat? What is the color of these fruits? What does Azula like to wear or use? What is their color? What should you do to be healthy and strong?	Ana, Alma ken Azula Strawberry and water melon red papaya, and mango yellow Bag. umbrella and cap blue Eat fruits and vegetables, be clean and neat, and observe proper hygiene (Wash hands with soap, take a bath everyday)
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7. Generalization:





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What are the primary colors that we have learned today? What objects are color red, blue and yellow?	red, blue and yellow red: water melon, blue: ball, yellow: banana
--	--

8. Practice Exercise:

(Let the learners do the activity 2 on page 3 3 with the guidance of the teacher)	The learners answer the Activity 2 on page 3
--	--

9. Application:

(The teacher will present clothespin that are color red, blue and yellow.) (The teacher will demonstrate the activity and let the learners perform the activity with the guidance of the parent) (Let the learners do the Activity 3 on page 4 with the guidance of the parent)	The learner find objects that are red blue and yellow available at home with the guidance of the parent. (The learners will clip the clothes pin to the hanger with the same color) (The parent guides the learner in answering Activity 2 on page 3)
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IV. Evaluation:

(Parent-Guided Activity) Let the learner answer the Activity 4 on page 5 of the Activity Sheet	The learner will answer the Activity 4 on page 5 of the Activity Sheet through the guidance of the parent.
---	--

Enclosure 2. Schedule of Development and Submission

Activity	Date	Time	Participants
1. Orientation on the Framework, Refined	July 31, 2020	9 AM - 12 PM	SPED Center School Heads and





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Learning Competencies, Roles and Responsibilities of School Heads and SPED Teachers and Workshop			SPED Teachers handling Self – contained classes
2. Work from Home Preparation of Learning Materials (First 4 weeks of Q1)	August 3 – 7, 2020	Own Pace	SPED Teachers
3. Quality Assurance of Learning Materials (School LRMD Team)	August 10 – 12, 2020	Own pace	SPED Teachers
4. Sharing of Outputs and Submission to RO through SPED Focal	August 14, 2020	9 AM – 12 PM (Google meet)	SPED Teachers
5. Continuous development and quality assurance of materials (Last 4 weeks of Q1)	August 31 to September 18	Own pace	SPED Teachers
6. Development and quality assurance of materials for Quarter 2	September 21 to October 9	Own pace	SPED Teachers
7. Development and quality assurance of materials for Quarter 3	October 19 to November 6	Own pace	SPED Teachers
8. Development and quality assurance of materials for Quarter 4	November 9 to 30	Own pace	SPED Teachers

