

Development, Validation and Appreciation of Learning Package for Primary Learners

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Abstract The goal of this study is to measure the listening comprehension of primary learners. The major focus is on understanding the processes involved in the comprehension of written text. It will test the appreciation of written text through listening to the stories using contextualized materials, thus listening comprehension of the learners is measured. Specifically, it answered the following questions: (1) Develop and validate contextualized learning package for primary learners; and (2) Describe the teachers' and learners' appreciation of the contextualized stories in their listening comprehension. The study used descriptive-evaluative method that aimed to describe the teachers' and learners' appreciation of contextualized learning package made by the researcher. This study was conducted to Cabutagan Elementay School, Lupi District, Division of Camarines Sur for S/Y 2019-2020. Out of 31 respondents, 26 were Grade 1 learners while 5 were teachers within the same school. Results revealed that teachers and learners gave high appreciation to the contextualized stories. Both teachers and learners agreed that contextualized learning package is effective for increasing reading and listening comprehension because of the high performance they got after the use of the learning package.

Keywords: *comprehension, contextualize, learning package, storytelling*

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1. Introduction

A child's comprehension skills can begin to develop before becoming an independent reader. One way to do this is by reading to a child and discussing the story's main idea, characters and setting. In this process, listening skills takes place.

According to Kim [1], one's ability to listen and comprehend spoken language of multiple utterances is one of the necessary component skills in reading and writing development. Listening is the one skill that you use the most in everyday life. Listening comprehension is the basis for your speaking, writing and reading skills. To train your listening skills, it is most important to listen actively, which means to actively pay attention to what you are listening to.

Another comprehension skill is the reading comprehension. Increasing reading comprehension is a vital skill to improving general reading skills. Many individuals have difficulty acquiring reading skills due to an inappropriate and insufficient amount of reading materials. According to Bonganciso [2], Improving students' reading comprehension performance is a crucial task to which most of the teachers and learners find difficult in dealing with. Likewise,

students nowadays do not read a lot because of the presence of high technology gadgets which occupy their spare time.

Every year, the result of Philippine Informal Reading Inventory (Phil-IRI) has relatively low score in pre-test. According to DepEd Under Secretary Ocampo in one of the National Seminar in Early Language, Literacy and Numeracy Program, if someone reads but cannot understand what he/she is reading, thus, he/she is a non-reader. This child has poor reading comprehension.

To address this problem, teachers need to contextualize the reading lesson. Materials should be within the concern and within the context of the learners to foster higher learning. Teachers can employ high interest reading materials to help spark an interest in reading in children.

Berns and Erickson [3], published a paper that defines contextualized learning as a practice that endeavors to link theoretical constructs that are taught during learning, to practical, real-word content. Mazzeo, Rab and Alsid [4] define contextualization as instructional strategies developed to smoothly connect the learning of basic skills to career-related content through teaching and learning solely on real applications in particular context. Moghaddas [5] explained that contextualization is a profound learning which occurs by connecting the thoughts and principles within and across disciplines.

2. Objectives of the Study

This study aims to measure the appreciation of contextualized learning package in teaching primary learners. Specific problems are: Develop and validate contextualized learning package for primary learners; and Describe the teachers' and learners' appreciation of contextualized stories in their listening comprehension.

The main focus of this study was the use of contextualized learning package in teaching beginning reading in primary learners through listening activities. Listening comprehension was measured rather than reading comprehension since the respondents were Grade 1 learners. The teacher-made contextualized learning package developed by the researcher herself were the materials used in classroom setting.

The study targets the primary learners in one school only. The researcher used her own class as respondents of the study. Utilization of contextualized learning package was conducted to 26 Grade 1 learners of Cabutagan Elementary School, Lupi District, Division of Camarines Sur for School Year 2019-2020. This school was categorized as small school and only consisting of 6 teachers including the School Head and the researcher. These teachers were part of the respondents as they were interviewed by the researcher about the effectiveness of learning package.

3. Materials and Methods

This study used quantitative-non-experimental research design. Among the quantitative research design, the researcher chose descriptive method. Descriptive-evaluation method of research was used that includes mainly questionnaires and interviews. This study described the teachers' and learners' appreciation of contextualized learning package made by the researcher. The learning package consists of 2 parts. First part is the contextualized stories written by the researcher based from her real life experiences. One story was written in Bicol, another story was written in Filipino and the third story was written in English. These stories were evaluated by Three division writer-editors. The second part is the learning activities. The activities were aligned to the K to 12 Curriculum learning competencies such as: listening comprehension, vocabulary development and phonological awareness. The researcher acted as a teacher of a chosen group and conducted lesson using contextualized learning package.

Data collection of this study was achieved by the use of different instruments. The main instrument is the survey questionnaire. Other instrument is the validation tool. Validation tools are the evaluation sheets for print resources and validation form for research instrument.

3.1. Evaluation Rating Sheets for Print Resources

It is based from the Guidelines and Processes for Learning Resources Assessment and Evaluation of the Department of Education Division of Camarines Sur. The evaluation rating sheet has Four components: content,

format, presentation and organization and accuracy. Each contextualized story has separate rating sheet. These were evaluated by Three validators from the division. To approve the contextualized story, it should have a rating not less than 75% and must be remarked as "passed" by the validators.

3.2. Validation Form for Research Instrument

This is the tool to validate the survey questionnaires. This form has Five indicators to be rated by the validators. An average of 3.21 to 4.20 (High Validity) and 4.21 to 5.00 (Very High Validity) are the acceptable rates to use the survey questionnaire in the conduct of the study. These forms were validated by Three School Heads of Lupi District.

Points	Statistical Range	Descriptive Equivalent Rating
5	4.21:5.00	Very High Validity (VHV)
4	3.41-4.20	High Validity (HV)
3	2.61-3.40	Moderate Validity (MV)
2	1.81-2.60	Poor Validity (PV)
1	1.00-1.80	Very Poor Validity

3.3. Survey Questionnaire

This is a 10-item YES-NO questionnaire in the appreciation of contextualized story. The first questionnaire was written in Bicol for the Mother Tongue story entitled Saro, Duwa, Tolo; the second questionnaire was written in Filipino for the Second language story entitled Ang Aparador; and the third questionnaire was written in English for Third Language story entitled Special Delivery from St. Jude.

4. Results and Discussion

4.1. Development of Learning Package

The researcher has developed Three contextualized learning packages in Three different languages: Bicol, Filipino and English. Each learning package consists of one contextualized story and learning activities. The stories were based from the researcher's real life experiences. The purpose of this is to share one's experiences to others and to give moral lessons in real life situations. The stories were first written in 2016, edited in 2019 and modified in 2020 as part of the learning packages. The learning activities are based from the stories. It is composed of comprehension check-up and three different activities. Legal basis of the development of learning package is stated in DepEd Order no. 35, s. 2016 that teachers who celebrate diversity in their classrooms adjust and differentiate their instruction to include all learners and to foster harmony in their class.

These learning packages were encoded in Publisher 2016. These are booklet type with 20 pages including the front and back covers. Each learning package has complete parts: front cover page, copyright page, acknowledgement, foreword, table of contents, body of the book, glossary, learning activities, references and the

author page (back cover). The learning packages are free from plagiarism. Images found in contextualized stories are authentic pictures owned by the author. Photos are original and not edited to show reality and accuracy. The author used names with permission to those people involved in the stories. Names of characters in the stories are their real names and nicknames and were found in the references of each learning package.

Figure 1 shows the Learning Package in MTB, Saro, Duwa, Tolo. The contextualized story is about the Two siblings who helped their family earn money for a living at very young age. The activities have three tests. Test A develops phonic and word recognition of the learner by spelling and writing the missing letter to complete the word. Test B enhances vocabulary and concept development by visualizing each scenario to give the appropriate adjective. The scenarios are all contextualized for the learners to connect their own experiences as a child. Test C develops study skills and mathematical skills by interpreting a pictograph.

This can be used in Mother Tongue-Based Multilingual Education (MTB-MLE), Edukasyon sa Pagpapakatao (EsP), Araling Panlipunan (AP) and Mathematics because it develops literacy and numeracy skills as it shows numerical figures and simple mathematical word problems.

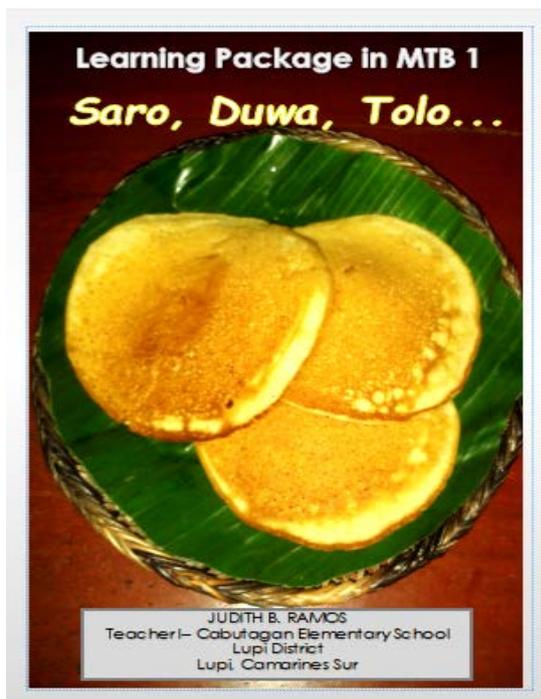


Figure 1. Learning Package in MTB 1. Saro, Duwa, Tolo

Another learning package was developed and written in Filipino. The contextualized story is about Three siblings who are caring in their toys and well-organized in their things but they do not know how to fix and organize their closet. The learning activities has three sets of tests. Test A develops listening comprehension of the learners by following 2-3 steps instruction. Test B develops phonological awareness by identifying and matching rhyming words. Test C develops writing composition by copying the words in correct strokes and in proper lining.

Figure 2 shows the Learning Package in Filipino 1, Ang Aparador. This learning package is applicable in

Filipino, Edukasyon sa Pagpapakatao (EsP) and Araling Panlipunan (AP) subjects.

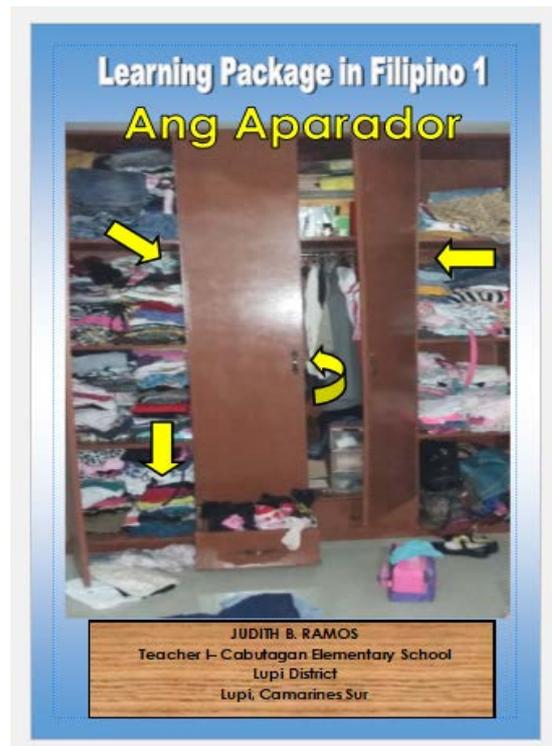


Figure 2. Learning Package in Filipino 1. Ang Aparador

The third learning package developed by the researcher was written in English. The contextualized story Special Delivery from St. Jude is a story of a married couple who wish to have a baby girl. They prayed to the patron saint of their family, St. Jude Thaddeus. The picture of St. Jude in the story is the actual image of the saint captured by the researcher.

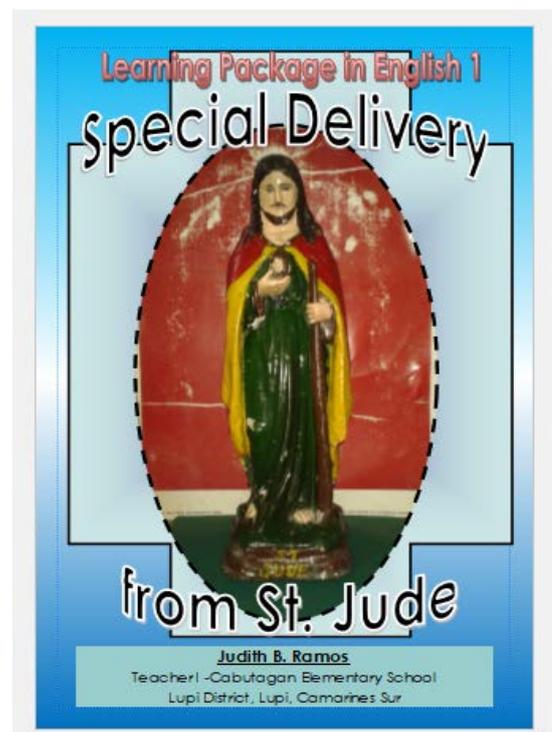


Figure 3. Learning Package in English 1. Special Delivery from St. Jude

Test A in learning activities develops listening comprehension by listening to a story and arranging the three events in their proper sequence. Test B develops phonological awareness by reading the words, syllabicate them, and giving the number of syllable/s of each given word. Test C develops vocabulary by identifying the words that related to self, family, school and community.

Figure 3 shows the Learning Package in English 1, Special Delivery from St. Jude. This learning package is applicable in English, Edukasyon sa Pagpapakatao (EsP), Araling Panlipunan (AP) and Mathematics.

4.2. Validation of Learning Package

Contextualized stories were validated by Three division writers and learning packages were evaluated by the Public Schools District Supervisor (PSDS) and the Learning Resource (LR) Coordinator of Lupi District.

4.3. Contextualized Stories

Validators should have enough knowledge and skills in book-writing and book-editing. The validators of contextualized stories used evaluation rating sheets for print resources. It composed of four factors: content, format, presentation and organization and accuracy. Each validator has an assigned factor based from their expertise.

For the content, material must score at least 21 points out of maximum 28 points to pass this criterion. For the format, material must score at least 54 points out of a maximum 72 points to pass this criterion. For presentation and organization, material must score at least 15 points out of a maximum 20 points to pass this criterion. For accuracy, material must score 24 out of a maximum 24 points to pass this criterion.

For Book 1, Saro, Duwa, Tolo, the material got 27 points out of 28 points or a passing rate of 96.43 percent in Content. For the Format, it got 71 points out of 72 points or a passing rate of 98.61 percent. For Presentation and Organization, the score is 18 points out of 20 points or a passing rate of 90 percent. For accuracy, it got a perfect score of 24 which is 100 percent. Saro, Duwa Tolo got an average of 96.26 and remarked as Passed in the validation and suggested to use in this study and in classroom instruction.

For Book 2, Ang Aparador: for the Content, the material got 27 points out of 28 points or a passing rate of 96.43 percent. For the Format, it scored 69 points out of 72 points or a passing rate of 95.83 percent. For the Presentation and Organization, it got 18 points out of 20 points or a passing rate of 90 percent. For the Accuracy, the material got a perfect score of 24 points of 100 percent. Based from the result of evaluation, Ang Aparador contextualized story got an average rating of 95.57 percent. It remarked as Passed in the evaluation and approved to use in the study and recommended to use in classroom instruction.

For Book 3, Special Delivery from St. Jude: it got 25 points out of 27 points or a passing rate of 89.29 percent in Content. For the Format, it scored 66 points out of 72 points or a 91.67 percent passing rate. For Presentation and Organization, it got 16 points out of 20 points or a passing rate of 80 percent. For the Accuracy, it got a

perfect score of 24 or 100 percent passing rate. Special Delivery from St. Jude passed the evaluation with an average of 90.24 percent and it was approved in the conduct of study and recommended to use in classroom instruction.

Table 1 shows the result of evaluation for three contextualized stories.

Table 1. Results of Evaluation for Print Resources for Three Contextualized Story Books

Book	Factor(Criteria)				Average	Remarks
	Content	Format	Presentation and Organization	Accuracy		
1	96.43	98.61	90	100	96.26	Passed
2	96.43	95.83	90	100	95.57	Passed
3	89.29	91.67	80	100	90.24	Passed

Based from the result, the Three contextualized stories passed the division evaluation of print resources and recommended to use in public schools and approved as the material in the conduct of research study. The development of these materials was inclined with one of the policies of the K to 12 Basic Education Program which is Curriculum Contextualization, Localization, and Indigenization stated in DepEd Order No. 35, s. 2016, "By linking new content to the local experiences that are familiar to students, learning will be more efficient for and relevant to them. The localization of curriculum is an essential feature of the K to 12 Curriculum. The teacher's guide and learners' materials may be modified to accommodate the unique contexts of a particular locality." The contextualized story books developed by the researcher contains local experiences that are familiar to the learners.

4.4. Learning Package

For the quality assurance of the learning package, the researcher ask permission to the Public Schools District Supervisor and District Learning Resource Coordinator to validate the three learning packages as a whole. Each learning package has a matrix for the contextualized story and learning activities which served as guide of the validators.

The matrix has complete information about the author, the story and the learning activities. Brief description and cultural features of the learning package are also included in the matrix. Part I of the matrix is the Contextualized Story. It answers the 5 W's and H, the paragraph number and page where it is located, the picture and caption and the subject area where it is applicable. Part II is the Learning Activities. It consists of type of test, learning competencies, K to 12 Curriculum code and page number where it is located.

A summary sheet of learning package was given to the validators for their suggestions and remarks. For Learning Package in MTB 1 – Saro, Duwa, Tolo, the remarks are: 1) A good material to develop literacy and numeracy skills. 2) Shows positive Filipino values and culture. For

Learning Package in Filipino 1 – Ang Aparador, the following are the remarks of the validators: 1) Not only in Filipino and EsP subjects but it can also be used in Araling Panlipunan for Grade 1 second quarter. 2) Front cover page has a picture that already tells a story. For Learning Package in English 1 – Special Delivery from St. Jude, the remarks are: 1) It can also be used in intermediate grades in their reading activities. 2) Has a very inspiring story of a family. Activities are just right for primary learners.

4.5. Appreciation of Learning Package

This part presents the learners' appreciation of contextualized stories through their responses in the survey questionnaire and teachers' appreciation of the learning package as a whole.

4.6. Learners' Appreciation of Contextualized Stories

Book 1: Saro, Duwa, Tolo contextualized story book. Ten items were answered by YES or NO by 26 learners. Each of item numbers 1, 2, 3, 4, 7, 8 and 10 got 26 or 100% YES responses and 0 for NO response. Each Item numbers 5, 6 and 9 got 25 or 96% YES responses and 1 or 4% NO response. It shows that almost all of the learners answered YES in most of the questions. For the total score, YES answer has an average of 98.85% and NO answer has an average of 1.15%. It shows that almost all of the learners understand well the story written in mother tongue. The following are some of the responses of the learners: *"Ma'am mas maray po pag Bikol an iniistorya mo ta naiintindihan ming maray"*. *"Dawa dai mo na po Ma'am utruhon ang istorya aram mi na ang nangyari"*. This interpretation is similar to the statement of Eng [6], when he says that most learners comprehend the stories written in their mother tongue quite easily because they are used to the language system and the way linguistic items are combined and arranged. They are equipped with the knowledge of the lexical, syntactic and rhetorical devices that help the reader process a text effectively. The stories are also most likely set within a familiar cultural setting. This is now what we called contextualized story.

The learners were entertained by the story because the characters have the same age like them. *"Hinalat ko pong madangog kun mapapaubos ni Totoy an mga tinda niyang sinaludsod"*. *"Noogma po ako kay Totoy kan tinawan na siya nin kwarta ni kuya Bembol niya ta ogmahon man siya sa tres pesos na tandan saiya pagtinda"*.

They also relate their life experiences to the events in the story. *"Pinapatinda man po ako ni mama ning donut pag mayo po kitang eskwela. Tapos tinatawan nya man ako ning kwarta dawa dai ko napapaubos ang mga tinda ko"*. *"Nagatabang lang po ako mag-iraid balinghoy pag maluto si Mama ning balisuso. Tapos si ate na po an pinapatinda ni Mama. Dai na daa po ako mag-iba ta dai pa ako tatao magsukli"*.

Based from the responses of the learners, they have own life experiences that they can relate to the story they heard. High appreciation of the contextualized story books was evident.

Book 2: Ang Aparador contextualized story. Each of item numbers 1, 2, 3, 5, 7, 8, 9, and 10 got 26 (100%) YES responses and 0 (0%) NO response while each of the item numbers 4 and 6 got 25 (96%) YES responses and 1 (4%) NO response. It shows that only two (0.77%) items in this questionnaire got a NO response. For the total score, YES answer got 99.23% and NO answer got 0.77%. The learners have their own favorite part of the story. *"Nagustuhan ko po itong nagatabang an magtutugang maglinig ning kinakanan sa lamesa"*. *"Ma'am an nagustuhan ko po sa istorya itong pigtutukduan ni Queenie si Euboy magtipig nin mga bado. Parehas po kami ni Euboy, pigtutukduan man po ako ni ate Ana magtipig nin mga bado ko"*. *"Ma'am an gusto ko po sa istorya itong mga ritrato. Magayon po itong aparador na Queenie, dakulaon po. An samuya po sadit lang"*. *"Gusto ko po itong nag-iriba an magtutugang pagpasyar sa naga. Gusto ko man po makaabot duman sa SM, magayon po itong nasa ritrato na pigsakayan ninda korokotse"*. Result of Ang Aparador Contextualized story book reveals that the Grade 1 learners understand well the stories as they agreed to the questions and as they described the pictures. They enjoyed the listening activity and they appreciated the contextualized books with pictures and illustrations used in storytelling. This supports the assertions of Akintemi [7] that storytelling with illustration had higher listening skills. This means that storytelling with illustration had significant effect on the listening skills of the pupils. It was found to have facilitated listening more than storytelling without illustrations.

Book 3: Special Delivery from St. Jude contextualized story. Each of item numbers 1, 2, 3, 5, 7, 8, 9 and 10 got 26 (100%) YES responses and 0 (0%) for NO response. Item number 4 got 23 (88.46%) YES and 3 (11.54%) NO responses. Item number 5 got 25 (96%) YES and 1 (4%) NO response. It shows that out of 26 respondents, only 4 have "NO" response. For the total score, YES answer got an average of 98.46% and NO answer got an average of 1.54%.

The characters in the story portrayed different traits and characteristics. *"Maboot po an mag-agom saka pirmi sindang nagpapangadyi"*; *"Si Emelyn po gusto nya magkaaki babae kaya pirmi sya nagpapangadyi na sana magka-aki na sya babae"*; *"Si Ralph po maboot sa tugang nya ta pig-aaling nya ini saka pigkakawatan"*.

Life experiences of the learners that can be related to the story are the following: *"Ma'am kami po pirmi kami nagsisimba kaiba an mga tugang ko"*. *"Igwa man po kami sa harong ning arog kaiyan nasa picture, pigsasabitan po ni Mama ning burak"*. The learners relate their personal experiences to the events in the story.

This story written in English language contains some difficult words for the Grade 1 learners because they have limited English vocabulary. To unlock this words, the researcher explained the meaning and gave concrete examples. This is similar with the study of Vadasy (2014) where learners were told the meanings of the difficult words when they first appeared in the stories

Results of both studies suggest that when difficult words are introduced to learners with complete meaning and examples, there were significant positive benefits for the learners.

Table 2 shows the result of survey questionnaire for the three contextualized story books.

Table 2.

Questions	BOOK 1	BOOK 2	BOOK 3
	YES %	YES %	YES %
1. Are the pictures attractive and appealing to you?	100%	100%	100%
2. Are you familiar with the words and pictures in the story?	100%	100%	100%
3. Does the main character possess good attitudes?	100%	100%	100%
4. Did you understand the roles of the characters in the story?	100%	96%	88.46%
5. Does the teacher deliver the story well?	96%	100%	100%
6. Can you follow the sequence of events in the story?	96%	96%	96%
7. Does the story contain moral lesson?	100%	100%	100%
8. Does the storytelling sustain your interest from the beginning until the end?	100%	100%	100%
9. Did you enjoy listening to the story?	96%	100%	100%
10. Can you relate your life experiences with the events in the story?	100%	100%	100%
Total	98.85%	99.23%	98.46%

4.7. Teachers' Appreciation of Learning Package

In the interview conducted by the researcher, 3 teacher-respondents gave their comments, appreciation and suggestions in the learning packages.

The teachers were asked to rate the learning package by giving their score from 1 to 5 as 1 is the lowest and 5 is the highest. *"I will give a rating of 4 because one of your stories which is the English language is somewhat difficult for the Grade 1 learners to understand if you will not translate it in mother tongue"*. The response to this comment was already stated in the study of Vadasy [8] that learners were told the meanings of the difficult words when they first appeared in the stories which was also given by the researcher during the conduct of storytelling using the English story Special Delivery from St. Jude.

"My grade for your work is 5 because you followed the guidelines in making assessment, you developed questions that are suited to your target learners". *"Perfect 5 is my rating for the learning packages because you developed a complete package for your learners. The stories are catching and the activities are interactive"*.

They were also asked to give their suggestions on how to improve and enhance to learning package. *"It should be interesting since your audience is group of young learners"*. *"In making stories, use simple words for easy comprehension"*. *"The activities must be simple to complex in making assessment tool"*.

These suggestions of the teacher-respondents are similar with the statement of Wasik and Hindman that, for young emergent readers who learn words through oral language, a slightly more limited conception of depth is appropriate: a facility with basic phonological, semantic, syntactic, and contextual, but not orthographic, aspects of a word. It means that the language and content to be used in preparing contextualized stories and activities must be

suited to the learners' level of reading and listening ability and comprehension.

The overall comments and suggestions of the teacher-respondents were parallel to DepEd Order No. 35, s. 2016 under the policy of Curriculum Contextualization, Localization and Indigenization: *by linking new content to the local experiences that are familiar to students, learning will be more efficient for and relevant to them.*

5. Conclusion and Recommendation

In developing learning material, one should have legal basis. Following the guidelines and criteria in developing printed materials is very important because it produces quality and acceptable instructional material to be used in public and private schools. Development of contextualized learning package must be aligned with the existing curriculum to meet the learners needs.

Development of learning materials like contextualized learning package can be a great help to classroom teachers as their aid in delivering their lessons. School administrators should encourage the development of learning materials and must be embraced by educators in an effort to continually improve education. This will empower the schools to initiate curricular innovations and encourage teachers and personnel to think creatively.

Based from the findings of validation, three contextualized stories were highly recommended for use in public schools and approved as the material for the conduct of research study because it contains the recommended format, content, presentation, organization and accuracy of the subject matter.

Learning materials must be validated first before using it in classroom setting. Validators should have enough knowledge and skills in book writing and editing and must use the appropriate validation tool for print resources. This process is needed for the quality assurance of the learning materials.

Very high appreciation to learning package was given by the teachers because it passed in their teaching and professional standards and it followed the correct format, content and layout. Their appreciation reflected on their statements that the learning packages have catching stories and the learning activities followed the guidelines in making assessment with questions suited to the target learners.

Since, the effectiveness of contextualized learning package has been proven in primary grades, elementary teachers should integrate contextualized stories in conducting their classroom instructions to sustain the interest of the learners. They can develop more contextualized stories based from their own life experiences.

Learners' appreciation to contextualized stories is very high. Based from their shared experiences, they really understand the contextualized stories because they can relate it on their real life experiences. Both teachers and learners agreed that contextualized learning package is effective for increasing reading and listening comprehension because of the high performance they got after the use of the learning package.

For the learners, listen and/or read more contextualized materials and try to connect your personal experiences to fully understand the content. By recalling your past experiences and prior knowledge, you can also make your

own contextualized stories which you can share to your teachers, classmates, friends and community. Continuous implementation and utilization of contextualized stories help increase the listening and reading performance of the learners.

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APPENDICES

APPENDIX A

GIBUHON SA PAGKANOOD SA MTB 1

Pangaran: _____

I. PAGPUON:

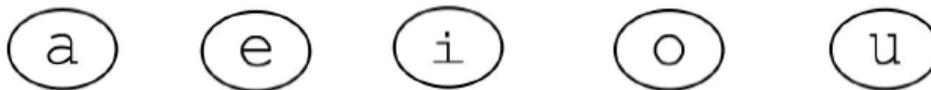
An mga minasanod na gibuhon masukol kan saimong mga nanudan sa istoryang Saro, Duwa Tolo. Simbagan nin honesto an mga hapot.

II. KASANAYANG PANGPAGKANOOD HALI SA K TO 12 CURRICULUM GUIDE:

Quarter/Week	Learning Competencies	K-12 CG Codes
Quarter 3 Week 2	Phonics and Word recognition (PWR): Spell and write grade one level words consisting of letters already learned.	MT1PWR-IIIa-i-6.2
	Vocabulary and Concept development (VCD): Use words to describe concrete experiences.	MT1VCD-IIIa-i_1.2
	Study Skills (SS): Interpret a pictograph.	MT1SS-IIIa-c-5.1

III. MGA GIBUHON:

A. An mga minasanod na tataramon naadalan ta na sa istoryang Saro, Duwa Tolo. Ano an nawawarang letra sa kada tataramon? Isurat ini sa blanko tanganing mabilog an tataramon. Magpili sa mga patinig.



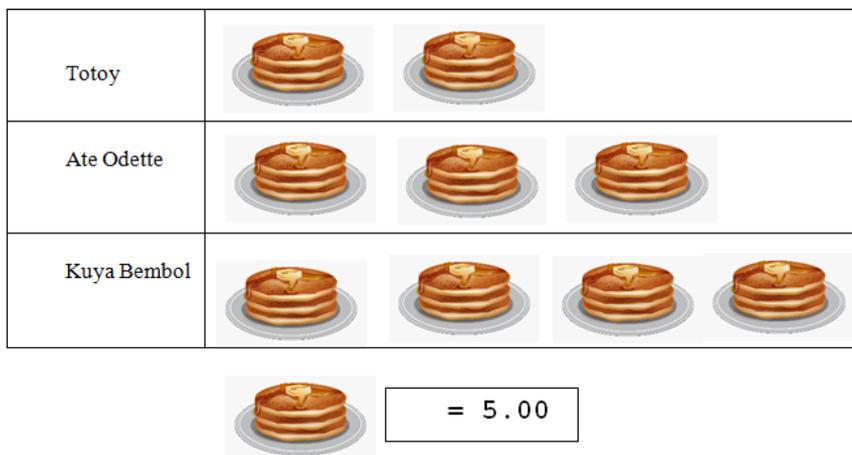
1. d u w _
2. b _ l o g
3. s a r _
4. a t _
5. k _ y a

B. Igwang kitang manlain-lain na eksperyensya sa buhay. Igwang maogma, mamundo, makatakot o anggot. An mga minasanod nagpapahiling nin mga pangyayari sa buhay. Iladawan an mga pangyayaring ini sa paagi nin pagpili nin tamang pandiwa. Isurat an letra sa blanko kan kada numero.

a. anggot	b. maogma	c. takot
d. mamundo	e. supog	

- _____1. Solo kang naglalakaw sa madiklom na dalan kan may nadangog kang sarong makusog na putok.
- _____2. Sinorpresa ka kan saimong ina nin sarong regalo kan birthday mo.
- _____3. Pig ngiritan ka kan mga kaklase mo kan napasala ka sa pagtula.
- _____4. Biglang kinua kan kakawat mo an saimong bola dangan inapon nya ini sa sapa para dai mo na makua.
- _____5. Nagpaaram an saimong ama na matrabaho na sya sa ibang bansa sa laog nin duwang taon.

C. Pag-adalan an pictograph. Simbagan an mga hapot sa ibaba.
Naipabakal na Sinaludsod kan Tolong Magtutugang



1. Gurano an kantidad kan sarong plato nin sinaludsod?
Simbag: _____
2. Gurano an kantidad kan naipabakal na sinaludsod ni Totoy?
Simbag: _____
3. Siisay an may pinakadakul na naipabakal na sinaludsod?
Simbag: _____
4. Gurano man an kantidad kan naipabakal ni Ate Odette?
Simbag: _____
5. Kun pag-iiribanon an gabos na benta kan tolong magtutugang, gurano gabos ang kantidad kaini?
Simbag: _____

MATIBAYON KA NA!

APPENDIX B

GAWAING PAGKATUTO SA FILIPINO 1

Pangalan: _____

I. PANIMULANG KONSEPTO:

Napapaloob sa gawaing ito ang mga kasanayan na inyong natutunan sa kwentong Ang Aparador. Suriin ang mga tanong at matapat na sagutan ang mga ito.

II. KASANAYANG PAMPAGKATUTO MULA SA K TO 12 CURRICULUM GUIDE:

Kwarter/Lingo	Pamantayan	K-12 CG Codes
	Pakikinig (Pag-unawa sa Napakinggan): Nakasusunod sa napakinggang panuto na may 1- 2 hakbang	F1PN-IIIb-1.2
Kwarter 3 Lingo 3	Pagsasalita (Kamalayang Ponolohiya): Natutukoy ang mga salitang magkakatugma Pagsulat (Komposi syon) Nasisipi nang wasto at malinaw ang mga salita sa huwaran	F1KP-IIIc-8 F1KMIIIb-1

III. MGA GAWAIN:

- A. Makinig sa panuto na babasahin ng guro. Gawin ang sinasabi sa panuto sa loob ng kahon na ito.

--

B. Hanapin sa Hanay B ang katugmang salita ng nasa Hanay A. Pagkabitin ang mga ito.

HANAY A

1. **yaya**
2. **damit**
3. **alok**
4. **busina**
5. **gawin**

HANAY B

- kain**
gamit
kusina
tiklop
saya

C. Sipiin ang mga salitang nasa loob ng aparador.

APPENDIX C

LEARNING ACTIVITIES FOR ENGLISH 1

Name: _____

I. Introductory Concept:

The following activities will measure your understanding from the story you heard, Special Delivery from St. Jude. Please answer the questions honestly.

II. Learning Competency from the K to 12 Curriculum Guide:

Quarter & Week	Learning Competency	K-12 CG Codes
Quarter 3 Week 1	Listening Comprehension (LC): Listen to short story and give the correct sequence of three events.	EN1LC-IIIa-j- 1.1
	Phonological Awareness (PA): Give the number of syllables of the given words.	EN1PA-IIIa-b- 3.1
	Vocabulary development (V): Use words that are related to self, family, school, community and concepts such as the names, shapes and numbers.	EN1V-IIIa-e-5

III. Learning Activities:

Give the correct sequence of three events using the given pictures. Write 1, 2 or 3 in each picture.

B. Give the number of syllables of the given words. Here is an example for you:

FAMILY	➔	FA-MI-LY	3 syllables
1. DELIVERY	➔	DE-LI-VE-	RY _____ syllables
2. BABY	➔	BA-BY	_____ syllables
3. PARENTHOOD	➔	PA-RENT-	HOOD _____ syllables
4. SISTER	➔	SIS-TER	_____ syllables
5. BOY	➔	BOY	_____ syllable

C. Use the correct word in each sentence. Choose from the words inside the box and write in on the blank.

Six	happy
baby	hospital
prays	

1. We have a _____ family.
2. _____ is the youngest in our family.
3. The doctor works at the _____.
4. The couple has _____ children.
5. The family that _____ together, stays together.

JOB WELL DONE!



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