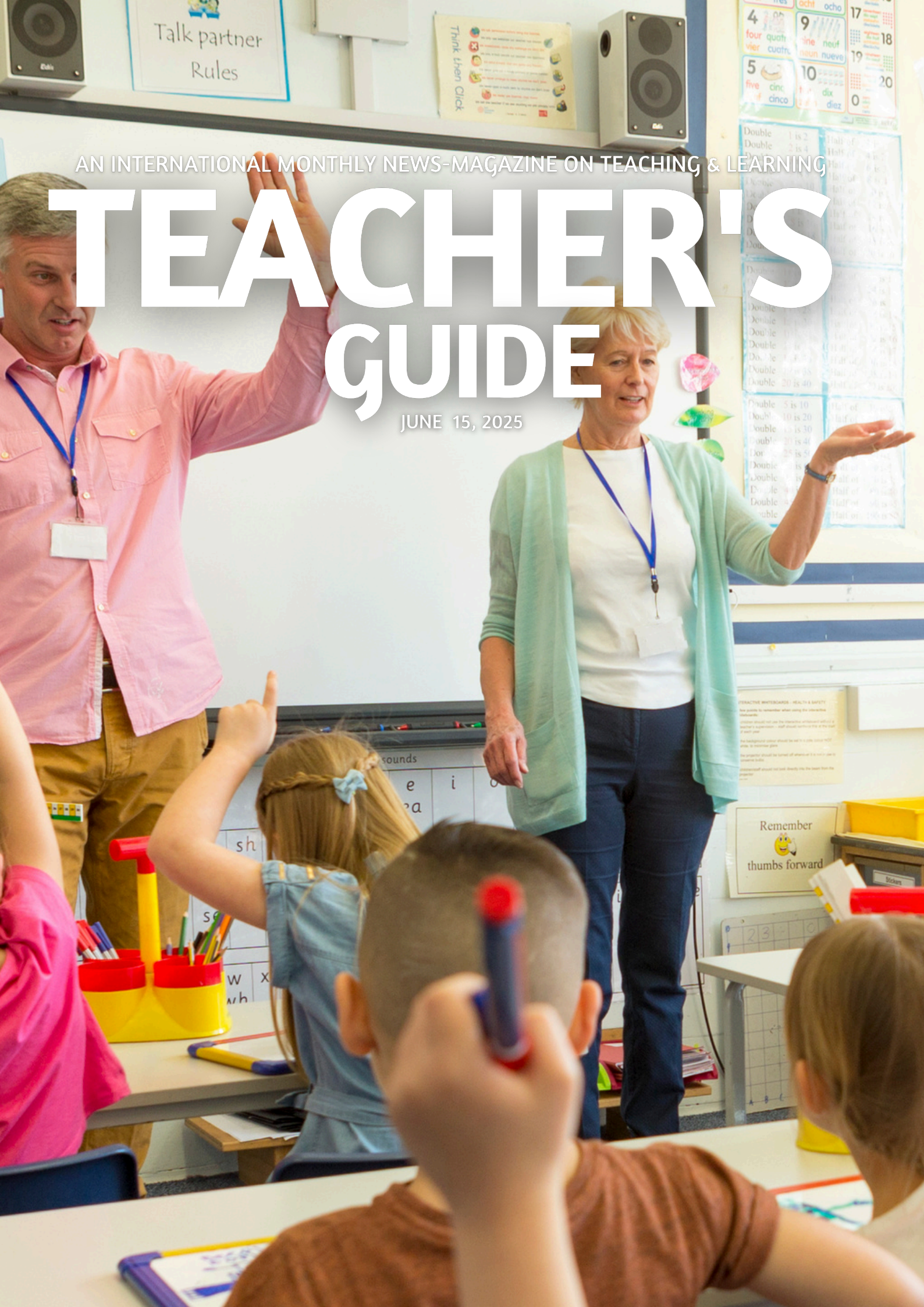




AN INTERNATIONAL MONTHLY NEWS-MAGAZINE ON TEACHING & LEARNING

TEACHER'S GUIDE

JUNE 15, 2025

Teacher's Guide

*An international monthly news-magazine on
teaching and learning*

ISSN 2984-9799

Editorial Board

Editor-in-Chief
Helen A. Kanapia

International Editor
Fred D. Valentino

Managing and Circulation Editor
Mary Charmine Grace O. Baniago

Editorial Assistant
Jason Santiago

Authors

Riwe! D. Abri
Jonalyn Walay Ayab
Marisol M. Aguillos
Marites D. Carlo
Ryan G. De la Torre
Mylyn G. Densin
Maria Estela B. Egama
Christian Joanie May T. Estudill
Deodalyn S. Lauzon
Catilyn S. Luya
Alfie Sonia Q. Sanchez
Danna Iyrane C. Solab
Novhee C. Tan

Publisher
Hollyfield Publishing Services
NBDB Registration No. 6372
Email: hollyfieldpublishing@gmail.com
Website: <http://educators-press.com>

In This Issue

Dear Graduates by Danna Iyrane C. Solabo, LPT, MAEd, 1

Do we really need to invest? When to invest?
Simple questions to reflect on by Jonalyn Walay Ayabo, 2

Embracing "Science for All": A Holistic Approach to
Inclusive Science Education by Christian Joanie May T.
Estudillo, LPT, MAEd, 3

Revisiting Multilingual Education for a More Equitable
Future by Ryan G. De la Torre, 4

Anchored in Love by Marites D. Carlos, 5

Waves of My Journey (as a teacher and mother of two by
Catilyn S. Luyao, 6

Young Flames of Enterprise by Alfie Sonia Q. Sanchez, 7

Taxation Tale of the Philippines
by Alfie Sonia Q. Sanchez, 8

Gather, Read, Organize, Practice, Enhance (GROPE)
Strategy with Differentiated Instruction: Its Effect on the
Mastery and Achievement Levels of Grade 3 Learners by
Riwe! D. Abria, Marisol M. Aguillos, Mylyn G. Densing,
Maria Estela B. Egama, Deodalyn S. Lauzon, and Novhee
C. Tan, 9

The Teacher's Guide is published monthly by Hollyfield
Publishing Services through its imprint, The Educator's
Press.

This publication aims to serve as a global beacon for
educators and learners alike. Bursting with insightful articles
and inspiring stories written by teachers, educators, campus
journalists, and learning advocates, this publication brings
together real-world applications with each issue offering
thought-provoking discussions and highlighting the
technical and creative writing skills of educators.

The Teacher's Guide is registered with the National Library of
the Philippines' International Standard Numbering Systems
with ISSN Number 2984-9799.

Articles and other creative outputs may be submitted to the
editor through email address educatorspress@gmail.com

*All images used in this publication are either owned by the authors or
under Creative Commons License.*

Essay

Dear Graduates by **Danna Iyrane C. Solabo, LPT, MAEd**

I continue to hold firmly to the words of our national hero, Dr. Jose P. Rizal: *“The youth is the hope of the nation.”* To our graduates, each of you will tread a unique path in life. One among you may one day become the president of the Philippines, a mayor, or the barangay captain of your community. Others may become doctors, nurses, engineers, entrepreneurs, police officers, pilots, seafarers, or perhaps even educators like myself. Whatever dreams you may have today, I encourage you to pursue them with courage and determination—and make them your reality. But how do we prepare the youth to help build a strong and resilient future for our country? Allow me to share few life lessons that have helped me achieve my own personal and professional goals.

First, perseverance and diligence. Indeed, the saying holds true: *“Without hard work, there is no reward.”* Isn’t that right, graduates? As a child, I came to understand the hardships of poverty. I knew I had to persevere in my studies. My father was a fisherman. Each time he returned from the sea, I prayed earnestly that he would have a catch so we could have something to eat the next day. At night, he would catch shrimp to help sustain our daily needs. My mother was a homemaker. I remember feeling sad that I couldn’t participate in extracurricular activities at school simply because we could not afford it. Our resources were barely enough—sometimes, not even sufficient.

But despite those hardships, my parents, especially my father, took pride in my academic performance. I consistently ranked first honor from kindergarten to Grade 6. Dear graduates, let us value education—it is our greatest tool in life. When you are educated, you are equipped to rise above adversity. I hope each of you continues your education through college. As one quote says, *“Aim high and hit the mark.”* Let us strive for success and reach for our dreams, for these can only be achieved through education. As our parents often say, *“This is the only inheritance we can give you—so work hard for it.”* There will be times when we stumble or make mistakes—but never give up. Keep moving forward.

Second, obedience, this is a principle I have come to value deeply. It is also biblical, in order to be successful in life, we must learn to obey. Obedience is essential. When our parents work tirelessly to send us to school, let us respect and honor them by listening and cooperating. Let us make the most of the opportunity to study—many children around the world are not given this chance. Since my elementary years, I had dreamed of becoming a teacher. I remember how our home’s doors served as our chalkboard. My sister and I would play *“teacher-teacheran”*, as we call it, and today, both of us are indeed educators—she teaches in secondary school, while I teach in elementary.

Graduates, many of you may now have a picture in mind of who you want to become in the future. Ten years from now—or perhaps even sooner—you may have achieved these dreams. But they will only be realized if you commit yourselves to studying, persevere, and respect your parents. Each of you, dear graduates, will have a different journey ahead.

Strive for success, and pursue your dreams with all your heart—while seeking God’s guidance in all your decisions.

Lastly, gratitude, this is the time to express thanks to all those who have played a role in your success. Graduates, thank your parents and the individuals who worked hard to help you complete your elementary education. It was not easy for your parents to provide everything you needed day to day. They will continue to make sacrifices in the years ahead to support your education through college. After today’s program, I encourage you to approach your parents, hug them, and thank them. Do the same for your teachers, who have dedicated the past six years to your learning, and to everyone who has been a part of your journey.

Let me close with the inspiring words of our Vice President and former Secretary of Education, Hon. Sara Z. Duterte, *“Let us remain resilient as we build a nation that prioritizes the youth—a youth who are committed to the nation.”* Thank you very much, and once again, congratulations graduates. To God be the glory.

Danna Iyrane C. Solabo is a public school teacher for ten (10) years, and always been passionate for teaching young children. She holds a Master’s degree in Education major in Biological Sciences, and currently pursuing her Doctoral studies at Pacific Intercontinental College.



Essay

Do we really need to invest? When to invest? Simple questions to reflect on by Jonalyn Walay Ayabo

Benjamin Franklin said, *“An investment in knowledge pays the best interest.” This statement implies that before making any investing decisions, conducting the essential investigation and analysis are essential. There are lot of investment theories that provides important knowledge that can help us on our investments decision. These include economic theory, risk theory, real theory, ignorance theory, decision theory, etc.*

These theories are significant to consider in decision-making but there is a need for a balance between theory and practice. The decision to invest is both subjective and objective that considers theoretical and empirical analysis. Our choice is based on our perception of risk, which is a completely subjective aspect, and the anticipated expenditures, and understanding of the improved investment approaches, which is an objective aspect. As investor, we should fully and accurately comprehend the potential opportunities and benefits that a particular investment may bring and the risk associated in it for us to make sound investment decisions. Several investment options are available and being offered but choosing wisely which investment to take is crucial, and these choices should not be hurried.

Harmony between theory and practice as well as the subjective perception and objective analysis of an individual's approach to investing are also essential. Personally, I consider trading in investments as risky since I am a risk averse and do not have enough experience in investing. I choose to invest in less risky investment although there is lesser return.

Mellody Hobson said, *“The biggest risk of all is not taking one”*. However, making an investment decision should not be taken in rush. We need to closely evaluate the rewards and benefitss, risk, and uncertainty associated with investment. Objective examination is crucial since poor investment decisions might potentially cause financial failure and losses. In order to get the most out of the assessment process, it's important to comprehend the fundamental principles underlying investment decisions, specially to us who has lesser investment experiences. Nowadays, risk analysis is essential because there are many scammers promoting shady investments. There are investment opportunities available today that initially appear to be fantastic, but once we invest, we discover that it is a scam.

Cost associated to investment should also be considered. Personally, I have to assess myself first by considering my psychological, emotional, and financial capabilities before entering into investment. Since most investments are not liquid, which means I cannot quickly withdraw them in cases of emergency, it is crucial to raise emergency reserve first before making investments. Moreover, given the current price volatility, it appears that the purchasing power of our money is declining. We should also take into account this factor when making investment decision. We should take into account our existing cash flows, the time value of money, the investment volatility, and the economic situation of the industry where we are intending to invest.

Given the inflationary atmosphere of today, investing early is very important. Inflation gradually reduces the value of money and, consequently, a person's overall wealth. However, we should not over-analyze these factors about investment because it might hamper us to try investing. As Benjamin Graham said, *“The individual investor should act consistently as an investor and not as a speculator”*. According to Graham, consider an investment to be similar to having a portion of ownership in a company rather than simply viewing it as a ticker symbol. Thus, we might consider investing today, or in the near future.

Danna Iyrane C. Solabo is a public school teacher for ten (10) years, and always been passionate for teaching young children. She holds a Master's degree in Education major in Biological Sciences, and currently pursuing her Doctoral studies at Pacific Intercontinental College.



Essay

Embracing “Science for All”: A Holistic Approach to Inclusive Science Education *by Christian Joanie May T. Estudillo, LPT, MaEd*

In their influential book *Models of Teaching* (1972), Bruce Joyce and Marsha Weil emphasized the importance of well-grounded instructional models—highlighting not just the how of teaching, but also the who and why. Their work promotes a vision of teaching rooted in empathy, flexibility, and relevance.

That philosophy struck a chord with me. When I read the chapter *Science for All*, it put into words many of my own reflections as a science teacher. It reminded me why I teach—to make science meaningful and accessible for every learner. It affirmed that real education isn’t just about reaching the top performers, but about opening doors for all.

“Science for all” is more than a catchphrase—it’s a principle grounded in five key ideas: every learner is unique; all students can learn; diversity must be embraced; science should serve everyone—not only future scientists; and classrooms must be inclusive, not exclusive.

Of course, embracing these ideals is easier said than done. Between paperwork, performance targets, and personal responsibilities, inclusive teaching can feel overwhelming. But I’ve come to realize that inclusion isn’t an add-on—it’s the heart of good teaching. When we commit to it, we give students a reason to care about what they learn.

A key takeaway from Joyce and Weil’s work is the role of cultural pluralism in equity. Teaching isn’t just about lessons—it’s also about who teaches and how they teach. Hiring educators from diverse backgrounds and equipping them with culturally responsive strategies allows us to reflect students’ realities and make learning more relevant.

Gender inclusivity is equally important. Boys and girls alike must feel encouraged to explore science with confidence. In my own classes, I integrate diverse role models, use hands-on learning, and foster open conversations. These steps help all learners feel that science is a space where they belong.

But inclusion goes beyond gender. It must consider students’ economic status, abilities, ethnic backgrounds, and identities. Each student brings a unique story into the classroom. Meeting their needs calls for compassion, flexibility, and a willingness to adapt. This reflects Joyce and Weil’s “nurturant” teaching model, blending academic rigor with genuine care.

For me, teaching science has never been just about content. It’s about being present—listening, guiding, and building a safe space for learning. As Joyce and Weil emphasized, effective educators draw from multiple instructional models, adjusting to their learners’ needs.

I envision a future where science truly belongs to everyone—a classroom where no student feels invisible or left out. Achieving that vision takes commitment—both from policymakers and from educators like us. It may not be easy, but it’s what our students deserve. Teaching is more than a profession; it’s a promise to shape minds and nurture lives.

Christian Joanie May T. Estudillo is a Science Teacher III with over a decade of experience in public high school education. She is a graduate of Master of Arts in Education, major in Science Education. Her advocacy focuses on inclusive and student-centered science instruction.



Essay

Revisiting Multilingual Education for a More Equitable Future

by Ryan G. De la Torre

In the Philippines, language education is transitioning from traditional monolithic teaching models to a more multilingual and globalized pedagogic framework. However, as this framework is still nascent, significant work is needed to support and enhance the nation's language-in-education policies and programs. For instance, the scope of the Mother Tongue-Based Multilingual Education (MTB-MLE) program has recently been reduced through Republic Act No. 12027. This act discontinues the mandatory use of the mother tongue as the medium of instruction from kindergarten to Grade 3, though it permits optional use in monolingual classes under specific conditions. Many linguists and language scholars in the country view this law as a step backward, rather than an effort to address challenges and devise effective solutions.

As a language teacher, I strongly believe in the transformative potential of MTB-MLE for my learners. MTB-MLE, which involves using a learner's mother tongue as the language of instruction during their primary years, is crucial for developing foundational learning skills and facilitating the acquisition of second languages like English. MTB-MLE directly addresses the realities of Philippine classrooms. My struggling learners are often more exposed to their mother tongue at home, yet they are taught in English as the language of instruction in almost all subjects.

Over more than a decade of teaching diverse students, a persistent challenge I share with my colleagues is the difficulty of teaching English to students living in poverty. These students often lack access to books or other means of acquiring the language at home. Poverty in the Philippines affects roughly 7 out of 10 students. I have encountered high school learners who possess only basic English vocabulary. Poor development in their first language negatively impacts their comprehension across learning areas and their opportunities to pursue higher education, thereby perpetuating a cycle of ignorance and poverty.

I have attempted to address this problem through one-on-one instruction and after-school literacy programs, with the assistance of my co-teachers. However, with six classes each and an average teacher-student ratio of 1:50, our capacity is limited. Furthermore, I conducted a research study aimed at classifying the language varieties that serve as my students' mother tongues. I documented their phonetic features and lexical forms and performed intelligibility tests. I also undertook phonological and morphosyntactic analyses of the local language, which led to the development of its orthography. For me, strengthening MTB-MLE through language instruction interventions and research was the appropriate course of action, rather than making the learners' first language an optional medium of instruction.

Overall, I envision a generation of autonomous Filipino learners who are multilingual, multiliterate, and multi-skilled, contributing to a harmonious, peaceful, and culturally rich society. I plan to continue my efforts, especially as more pressing issues threaten

multilingual education in the Philippines. As more Filipinos embrace their identity, more children will realize their potential and grow into empowered global citizens.

Ryan G. De la Torre is a full-time faculty member at the Bicol University College of Education in Daraga, Albay. He previously taught at a DepEd school for six years. His areas of specialization include English language teaching and linguistics.



Poem

Anchored in Love *by Marites D. Carlos*

She wakes the home with warmth and care,
A love so deep, beyond compare.
To son and husband, joy she brings,
Her laughter soft like angel wings.

She guides her son through right and wrong,
Her wisdom shapes his heart so strong.
With stories told and songs she hums,
She lights his path through years to come.

Beside her husband, hand in hand,
They build a life so sweet, so grand.
Through storms and calm, they stand as one,
Until their earthly days are done.

Her kindness shines in all she does,
A faithful heart, a love that was.
No treasure richer could they find,
Than her true heart, so pure and kind.

In every smile, in every prayer,
Her love remains beyond compare.
A wife, a mother, shining bright,
The soul that fills their home with light.

Marites D. Carlos holds a Master of Arts Education in Educational Management from Laguna State Polytechnic University. She is currently an Assistant Professor I at the same institution. She is also an author, researcher, and active extensionist.



Poem

**Waves of My Journey
(as a teacher and mother of two)
by Catilyn S. Luyao**

I set my journey as a teacher on an island alone,
With dreams in my heart, I sailed on waves unknown.
Each wave crash whispers trials of fate,
Yet in fear, I hold my faith.

A quiet place where time moves slowly,
Far from the life I used to know dearly.
Far from home, I built a life with students,
With lesson plans and island light.

Then came the greatest gift, two years apart
Wrapped in love, pain, and strength
We crossed the sea on boats so small
Ferry rides where rain would fall.

Seven long years, I braved the tide,
With every storm and my boys by my side.
Amid chalk and classroom walls,
I felt the stir when duty calls.

My heart leaps when glad tidings came
The time has come to bring us back, to bring us home.
Finally! A ticket back to my hometown
The answered prayer I longed to hear now and then.

Each lesson learned, each risk I gave
Through swollen days and nights undone
I smiled and dared to tell,
All shaped by storm, sons, and faith, very well



Poem

Young Flames of Enterprise *by Alfie Sonia Q. Sanchez*

The youth today, with eyes aglow with pride
Forge bold new paths with heart as their guide.
Not bound by doubt, nor chained by fear,
They step into the trade frontier.

They turn ideas into living gold,
From crafts and coding to coffee sold.
From humble stalls to online platforms,
They build their dreams through shifting norms.

They learn they fail, yet try once more,
Each setback sparks a stronger core.
With passion lit and purpose wide,
They turn the tide with a rising stride.

These youth who choose the road of growth
Are those who rise, dream, and hold oaths.
They build not just for wealth or fame,
But for a future worthy of the name.

So, let us cheer these fearless minds!
The architects of changing times.
Tomorrow rests within their hands.
Young flames of the enterprise.

Alfie Sonia Q. Sanchez is an assistant professor of the Entrepreneurship Department at Eastern Visayas State University-Carigara Campus. She is holder of a Juris Doctor degree and is a full-fledged lawyer.



Poem

Taxation Tale of the Philippines *by Alfie Sonia Q. Sanchez*

In a country where dreams and hopes unfold,
A nation's story, often told,
Lies tangled in the web of law,
Where taxes spar and cause some flaws.

Under the sun's unforgiving gaze,
The people toil through nights and days,
Yet burdens grow, and voices rise,
Questioning fairness, truth, and lies.

Tax laws are written with purpose,
To fund the country's growth,
But loopholes, gaps, and silent schemes,
Diminish trust and dim our dreams.

The BIR's watchful, steady eye
Seeks to ensnare the truth, deny
The evasion, the hidden wealth,
Ensuring justice, growth, and health.

But complexity engenders confusion.
A maze that breeds frustration,
Reform is needed to be transparent and fair.
To lift the nation, mend the tear.

Let laws be just, let hearts be true,
In every peso, in all we do,
For growth and equity, the goal,
The Philippines united, whole.

Alfie Sonia Q. Sanchez is an assistant professor of the Entrepreneurship Department at Eastern Visayas State University-Carigara Campus. She is holder of a Juris Doctor degree and is a full-fledged lawyer.



Research Abstract

Gather, Read, Organize, Practice, Enhance (GROPE) Strategy with Differentiated Instruction: Its Effect on the Mastery and Achievement Levels of Grade 3 Learners by Riwel D. Abria, Marisol M. Aguilloso, Mylyn G. Densing, Maria Estela B. Egamao, Deodalyn S. Lauzon, and Novhee C. Tan



Mathematics is very influential in developing learners' analytical, critical thinking, and problem-solving skills. As one of the most difficult subjects for the primary grades, an innovative teaching strategy for Grade 3 Mathematics was designed to improve students' mastery through structured problem-solving techniques, vocabulary development, interactive activities, drills, and enhancement tasks. To get the significant difference and effect size, a paired t-test and Cohen's D formula were used using the mean score of the pretest and posttest. The formative assessment scores were transformed into mean percentage scores and aligned to the given tables for achievement levels. Based on the results, the achievement level of the Grade 3 learners in the third quarter of Math 3 is proficient, based on the given formative assessments. There is a mastered level of the Grade 3 learners in the third quarter of Math 3 after using the GROPE Strategy and as indicated in all learning competencies. There is a significant difference in the mastery level of the Grade 3 Learners in the third quarter of Mathematics 3, as supported by the large effect size. The majority of the learners experience worthwhile learning the subject through the GROPE strategy, together with engagement with other learners and involvement of parents. It is further recommended that the GROPE strategy be integrated in all quarters for all problem-solving activities in Mathematics 3 so that learners can be familiarized. Adoption of the GROPE strategy implementation among learners to ensure its application. GROPE strategy will be integrated as part of the teaching delivery of the lesson, for more action research to be done. A feedback mechanism with psychosocial support to the learners must be displayed so that their eagerness to learn is sustained in solving problems.

Riwel D. Abria is a Teacher I and the Lead Researcher at Puerto Princesa Elementary School.

Maria Estela B. Egamao is a Head Teacher I and a Researcher at Puerto Princesa Elementary School.

Novhee C. Tan is a Teacher I and a Researcher at Puerto Princesa Elementary School.

Mylyn G. Densing is a Master Teacher I and a Researcher at Puerto Princesa Elementary School.

Marisol M. Aguilloso is a Teacher I and a Researcher at Puerto Princesa Elementary School.

Deodalyn L. Antigro is a SPET I and a Researcher at Puerto Princesa Elementary School.