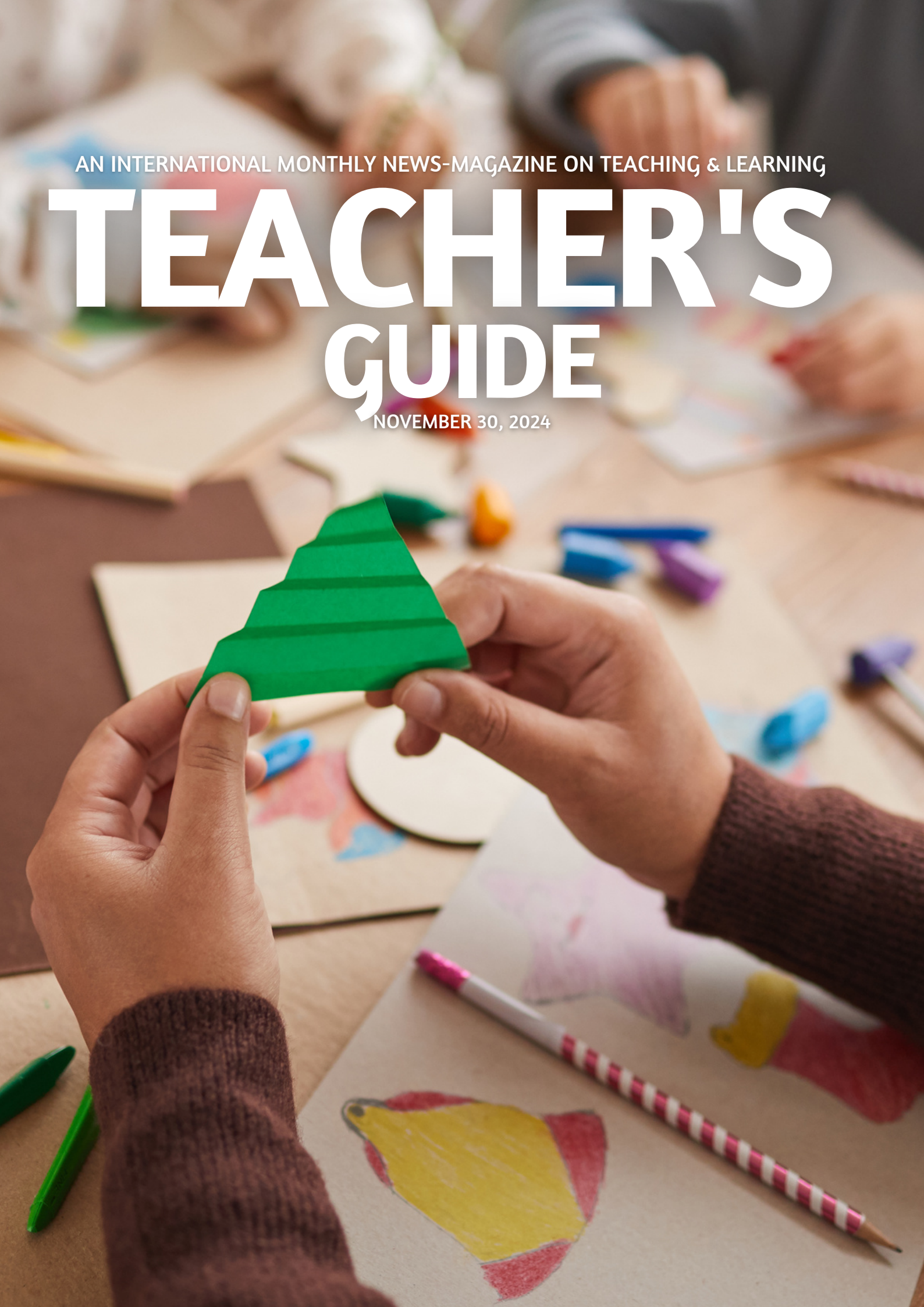


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TEACHER'S GUIDE

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Teacher's Guide

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Short Story

The Candlelit Mathematician: The Quiet Brilliance of Sophie Germain

by Jessel T. Torres

Into the agitating streets of Paris in the late 18th century rolled the commotion of revolution. Thirteen-year-old Sophie Germain sat in her



small bedroom, candlelit, reading the legend of Archimedes. For Sophie, mathematics was not a subject; it was an escape, an enthusiasm, a way to make sense of the chaos outside. But, her interest was seen as inappropriate in a culture where women were expected to manage homes, and not equations. Her parents wanted her to stop. They urged her to focus on "feminine" pursuits and took away her books, blew out her candles. But Sophie, unruffled, was still able to sneak in candles into her bedroom. She drew geometric shapes and solved equations at night in the flickering light of smuggled flames. She was exhausted, but Sophie did not allow the world to define her boundaries.

As Sophie progressed through age, so did her hunger for mathematics knowledge. She learned that the mighty École Polytechnique was the place where France's great minds exchanged ideas. There was a catch, however-women were not allowed to enroll. Refusing to be kept outside, Sophie borrowed the identity of a male student, Antoine-Auguste LeBlanc, and submitted papers under his name. Several years later her work in number theory submitted under this pseudonym soon caught the attention of Joseph-Louis Lagrange, one of the most celebrated mathematicians of the era. When requested to meet him, Sophie's heart was pounding: if her deception were to be discovered, would he dismiss her outright? However, when Sophie finally revealed the truth, Lagrange's response was not one of disdain but admiration.

Most thought that she could not be right, for the reason that she was a woman. The weight of isolation and rejection bore heavily upon her spirit, but from this very passion did Sophie receive strength. Sophie's interest was not in mere abstract math. When Napoleon issued a prize for the solution of an intractable problem in elasticity theory-an important matter of creating safe buildings and bridges-Sophie entered her name alone among the entrants. Her entry, although not selected as a first-prize winner, was highly commended and provided a basis for further work in the field. Even today, that work, in elasticity equations, continues to influence modern engineering-a direct result of Sophie's ability to transform abstract ideas into real-world problems. Though Sophie faced the rest of her life as a barrier to professional experience, it was partly tenacious determination on her part that transformed obstacles into stepping stones. In such a world that, even to this day, wages battles against equality in education and opportunity, Sophie Germain calls out to remind us that genius knows no boundaries.

Sophie Germain was laughed at, rejected, and isolated, but never gave up the pursuit of knowledge. It reminds us that greatness has often begun in quiet determination; and that not a single barrier, be it social or personal, is too high to overcome with courage and grit. May her story inspire all the students everywhere to light their own flames of discovery and never let them be snuffed out.

Dr. Jessel T. Torres is an accomplished educator and researcher, currently serving as an Associate Professor II at Central Mindanao University, Musuan, Bukidnon. She holds a Doctor of Philosophy in Mathematical Sciences, majoring in Mathematics Education.

Short Story

THE FITNESS OF ERWIN ESTRELLA: CORE OF ACHIEVEMENT: A Short Story

by Erwin O. Estrella



Once upon a time in the small town of Villasis, there lived a young man named Erwin Olivar Estrella. Erwin was known throughout the town for his incredible determination and unwavering commitment to his fitness goals. He had become a symbol of inspiration and a role model for many, earning him the title of "The Fitness of Erwinest."

Erwin's journey towards fitness excellence began when he was just a teenager. He was a shy and introverted boy, often finding solace in books and video games. However, he realized that he needed to make a change in

his life. He wanted to be healthier, stronger, and more confident. With newfound determination, he set out on a path of self-improvement. He started by making small changes to his daily routine. He began waking up early and going for a jog in the crisp morning air. At first, it was challenging for him to keep up the pace, but he never gave up. Gradually, his stamina increased, and he found himself running longer distances without feeling exhausted.

Not content with just running, he decided to explore other forms of exercise. He joined a local gym and started lifting under the guidance of a seasoned trainer. With every lift, he could feel his muscles grow stronger, and he was amazed at the transformation taking place within him. But he didn't stop there. He understood that fitness was not just about physical strength but also about mental fortitude. He began practicing yoga and meditation to find inner peace and balance. These practices not only helped him relax and relieve stress but also enhanced his focus and mental clarity.

As word spread about Erwin's incredible progress, more and more people in Villasis became curious about his fitness routine. He started organizing fitness workshops and classes, sharing his knowledge and experiences with others. People of all ages and backgrounds flocked to these sessions, eager to learn from the man who had become a local legend. Erwin's impact went beyond physical fitness. Through his workshops and classes, he instilled a sense of discipline, dedication, and self-belief in everyone he encountered. He taught them that achieving greatness was not just about the body but also about the mind and spirit.

Years passed, and Erwin's influence continued to grow. His workshops expanded to neighboring towns, and he became a sought-after fitness specialist. Despite his rising fame, Erwin remained humble and grounded, always reminding people that anyone could achieve greatness if they were willing to put in the effort. Erwin's journey was not without obstacles. He faced injuries, setbacks, and moments of self-doubt. But he never allowed himself to stay down for long. He understood that setbacks were merely steppingstones towards success, and he used every setback as an opportunity to learn and grow.

Today, Erwin Estrella stands as a shining example of what can be achieved through sheer determination and unwavering commitment. His story has become a legend in Villasis and beyond, inspiring countless individuals to embark on their own journeys of self-improvement. "The Fitness of Erwinest: Core of Achievement" continues to echo through the halls of gyms and fitness centers, reminding everyone that greatness lies within each and every one of us, waiting to be discovered through hard work, dedication, and a belief in oneself.

Erwin O. Estrella is Dean, College of Arts and Education at Pangasinan State University. He is a Doctor of Education major in Educational Management.

Essay

Fostering Creativity in the Elementary Classroom through Technology Integration

by Jayson F. Robea

The integration of technology in elementary schools provides a unique opportunity for pupils to develop their imagination. This is because students who utilize dynamic tools and platforms have the opportunity to discover their potential and generate creative ideas that can be presented in various formats. Technology provides a terrific playground for the pupils to exhibit their creativity in many forms. Digital storytelling platforms, sketching programs, and video editing software are among the tools the young students use to convert ideas into concrete results. For instance, Tux Paint and Adobe Spark inspire students to create aesthetically beautiful artwork by integrating digital tools with traditional arts values. Similarly, students can create eBooks by exploring digital design elements through tools such as Book Creator, thereby enhancing the communication of their stories. Thanks to the internet era, students now collaborate in different ways. Technology enables creativity by extending the reach of initiatives beyond geography. Tools like Google Workspace enable students to co-create a paper, presentation, or spreadsheet in real-time. Google Workspace. Through this collaboration, students can enhance their teamwork skills and learn from each other's ideas, resulting in the production of unique outcomes. Students may discuss their thoughts and provide each other comments using sites like Flipgrid and Padlet. Technology encourages creativity as it allows many forms of learning. Platforms for adaptive learning, like Khan Academy or Minecraft Education Edition, involve students with materials in ways that speak to their aptitudes and interests. The



architectural enthusiast student could create virtual buildings using Minecraft. Tools such as Powtoon, which can be used to produce animated films, could be beneficial for another student who has a strong passion for storytelling. This tailored approach ensures that any student can engage creatively, utilizing resources that align with their interests. Nowadays, most people recognize programming and coding as forms of artistic expression. For example, the block-based programming tool Scratch allows the kids to create interactive tales, games, and animations. In addition to enhancing their technical skills, Scratch fosters their creativity and problem-solving abilities. For instance, the development of a game necessitates the design, story creation, and programming of specific functionalities, thereby integrating technical expertise with innovative ideas. Technology encourages students to meet global challenges, which boosts creativity. With a technology like Google Earth or augmented reality applications, for instance, primary students may be able to assess world problems and provide ideas for solutions. Students could create 3D print prototypes of technologies meant to address local issues or virtual reality models of an environmental preservation initiative. This calls for both critical and imaginative thoughts about their surroundings. Although technology offers a lot of benefits, teachers find it difficult to maximize them. It encompasses screen time, equitable resource distribution, and ensuring Internet safety. Teachers have to help pupils balance digital tools with conventional creative approaches and apply ethical issues to utilizing technology.

The integration of technology in elementary schools, to be exact, can be leveraged as a stimulus for innovation available. Using inventive digital tools to inculcate conventional teaching strategies creates the sort of atmosphere that may inspire a youngster to be creative and solve problems on their own terms. The many opportunities generated by this guarantee that youngsters are ready to meet the challenges of the twenty-first century.

Jayson F. Robea holds the degree Master of Arts in Education major in Educational Management. He is Teacher III at Pag-asa Elementary School in Bansud, Oriental Mindoro.

Poem

The Treasure in the Coin

by Marinelle M. Tocyapao

In every coin, there's a story that awaits,
When the world begins to fell asleep,
For thoughts that grow and never fade,
Our dreams are sown in every money we keep.

A peso saved is more compared to gold,
A promise that I made to the future's call,
An armor when twist of fate blow cold,
They grow like plants, inspiring all.

Resist the luxury of fleeting buys,
For short-lived happiness soon blunders away,
But prosperity that breeds before your very eyes,
Can lead you to a cheerful day.

A jar, a bank, a hidden place,
Where every bit of hope is stored,
Where pennies dance in tight embrace,
And slowly, wealth begins to soar.

Let patience be your closest friend,
And discipline your strongest guide,
For wealth is built with time to spend,
With thoughtful steps, not foolish pride.

Plan wisely for the days to come,
Prepare for storms that might arrive,
For savings are a steady drum,
That keeps your dreams and hopes alive.

Invest in what will serve you well,
In knowledge, health, and future plans,
For wealth is more than coins to dwell,
It's freedom held in steady hands.

So save a bit with every day,
A little here, a little there,
And watch your worries fade away,
With each small step, a life prepared.

Short Story

A Single Mother's Journey

by Marinelle M. Tocyapao

Once upon a time in a busy city called Tabuk city, there lived a single mom called Nelle. She had two beautiful kids named Nate, age fourteen and Zaby, age three. Nelle worked as an instructor in a university, dedicating her days teaching college students and managing designated works. However, she faces stress not from her job but the pressures waiting for her at home.

Nelle's mornings were really short-lived. She would wake up at five am to prepare breakfast, pack her son's lunch and ensure her son was dressed properly and ready for school. She also made sure to feed her daughter breakfast before she left for work. She often late while managing to keep herself presentable before going to school. Her desire to excel professionally conflicted with her deep yearning to be a nurturing mother as each day felt like a race against time.

The weight of her responsibilities began to adhere as days and weeks went on. During accreditations and urgent compliance to tasks that need immediate action, she found herself being torn between late-night works and bringing her kids to bed specially her daughter. Zaby would sometimes cry pleading for her to come to bed and sleep beside her. This scenario sometimes breaks Nelle's heart as those were the only times where she could cherish those connection.

Marinelle M. Tocyapao is a College Instructor at Kalinga State University in the province of Kalinga. She holds a Master's degree in Business Administration. She is currently taking up her Doctoral degree in Business Management at St. Paul University, Philippines. At present, she is teaching at the College of Business Administration and Accountancy in Kalinga State University with specialization of all Financial Management and Business-related subjects under the program BSBA-Financial Management.

Poem

Life of an Office Girl

by Joy C. Dapeg

In the morning light, she wakes with grace,
A world of tasks, a fast-paced race.
With coffee brewed and papers stacked,
Her journey begins, no moment to relax.

Her desk was adorned with vibrant blooms,
Whispers of hope dispel the glooms.
Emails ping, and phones do ring,
With each note she pens, another heartstring.

In her tailored suit, she strides so bold,
Navigating through stories yet untold.
Meetings loom and deadlines near,
Yet in her heart, she casts out fear.

With laughter shared among colleagues dear,
She finds connection, warmth, and cheer.
Juggling numbers, reports so dense,
Each challenge faced becomes her defense.

The clock ticks on; the hours fly,
Yet in her mind, the dreams still sigh.
A bright future, a path to claim,
She nurtures her goals, igniting the flame.

As evening falls, the office dims,
She reflects on the day, as the quiet begins.
Plans for tomorrow, ready to unfold,
Each step she takes is a story bold.

Each task she completes is a struggle,
Inspiration is found in every space.
For the office girl, steadfast and true,
Her spirit shines bright in all that she does.

Through challenges met and triumphs gained,
In the tapestry of life, her dreams remain.
So here's to the girls who dare to rise,
In every small triumph, the heart finds its prize.

Beyond the screens where visions align,
She's sculpting a future, uniquely divine.
With every keystroke, she carves out a role,
The office girl, a beacon of soul.

So remember her journey, her laughter, her fight,
As day turns to night, she's a radiant light.
For in every struggle, and every new chance,
The office girl dances her sacred dance.

Unseen Journey

by Joy C. Dapeg

In the morning light, the world awakens,
A young heart stirs, yet hope is shaken.
With books in hand, dreams held tight,
But shadows loom, obscuring the light.
Beneath the weight of burdens carried,
With empty pockets, ambitions tarried.
A classroom door, so far, so near,
Yet whispers of doubt transform to fear.
"Go forth and learn," the wise ones say,
But who will help when the bills won't sway?
A lunchbox empty, a heart so full,
With every step, the journey's cruel.

The bus rolls by, a distant hum,
While dreams of knowledge leave silence numb.

No guiding hand, no gentle voice,
In the echo of struggle, there's no choice.

But within the heart, a flame still fights,
For every dark hour, the spirit ignites.

A library corner, a glimmer of hope,
With borrowed books, she learns to cope.

Her mind ignites where affinity lies,
In pages of stories, in wisdom's rise.

Though pathways are rough, she journeys on,
With resilience fierce, she will not be gone.

For every challenge that she must face,
With courage anew, she seeks her place.

A future unknown, yet deeply she yearns,
With knowledge her lantern, she brightly burns.

So here's to the dreamers, the silent, the bold,
Whose tales go untold in a world often cold.

Though support may falter, and finances sway,
The heart of a student will pave the way.

Joy Callueng- Dapeg is a College Instructor at Kalinga State University in the province of Kalinga. She holds a Master's degree in Business Administration and is currently taking her Doctoral degree in Business Management at St. Paul University, Philippines. At present, she is teaching at the College of Business Administration and Accountancy in Kalinga State University with specialization of Office Administration and Business-related subjects under the program Bachelor of Science in Office Administration.

Abstract

Adopt-a-Student Program as an Intervention in Enhancing Learner Retention, Motivation, and Achievement in Carigara National Vocational School

by Fatima Mignon D. Guia

This action research aimed to enhance learner retention, motivation, and achievement by implementing the Adopt-A-Student Program as a relevant intervention for Grade 11 students in Carigara National Vocational School. There were 10 students who were identified to be financially hard-up but only 7 of these participants had available foster parents who were ready to provide adaption services; hence, the said number was selected as research respondents. In order to analyze the data obtained from the data gathering process, both descriptive and inferential statistics were used. One of the objectives of the program was to provide the financially hard-up students with financial support. Another, was to increase the retention rate among the financially hard-up students. A focal objective of the said program intervention was to increase the level of academic performance among the financially hard-up students. To accomplish this end, the foster parents were given a lecture on how to mentor in terms of improving the academic performance of a learner. The results revealed that the dropout/retention rate was the same in the sense that no one dropped from their academic subjects during the course of the academic period. There was a highly significant improvement in terms of the level of motivation and academic achievement of the 7 student-respondents after the program implementation. It was proposed that the Adopt-A-Student Program may be implemented in other schools that have high level of poverty and number of financially-hard-up students in order to provide them with the lacking emotional and financial assistance. Homeroom Advisers and guidance counsellors need more collaboration and coordination to provide a holistic approach in future program implementation. Future studies adapting a qualitative approach may be conducted on the impact of the said program on other learning-teaching outcomes.

Fatima Migñon D. Guia, a seasoned mathematics educator with 16 years of dedicated service at Carigara National Vocational School, has earned a reputation for her exceptional ability to simplify complex mathematical concepts into accessible and engaging lessons. She holds a Master's degree in Mathematics from Asian Development Foundation College and is widely recognized for her innovative teaching methods. Teacher Fatima has been a driving force behind the school's initiatives to enhance student learning outcomes. Her forward-thinking approach and dedication to fostering student success led to the development of groundbreaking strategies that have transformed mathematics instruction in her school. Her efforts were honored with the prestigious Innovator of the Year 2020 award from DepEd Region 8, a testament to her commitment to excellence and her influence on the educational community.





Abstract

Ultimate Phonics Reading Program: A Tool In Improving Reading Performance Of Grade Three Students At Catmon Elementary School In The New Normal

by Danna Iyrane C. Solabo

The study aimed to determine the effectiveness of Ultimate Phonics Reading Program in the reading performance of Grade Three students at Catmon Elementary School in terms of word recognition and reading comprehension. Apparently, numerous numbers of students have identified as struggling readers as manifested in the Phil-IRI Group Screening Test and Oral Reading Pre-test at Bansud District this SY 2022-2023. According to Diamond (2013), as quoted by BASA MIMAROPA (2020), the effort to address the existing problem in the reading performance of students through a reading intervention program is deemed necessary and believed to be of great help. Thus, Ultimate Phonics Reading Program is one of the strategies in teaching reading that can improve the reading performance of the students. The sample of this research consisted of twenty-four (24) Grade Three students taken through purposive sampling. In collecting the data, Phil-IRI Oral Reading Pre-test and Post-test were given to the students. The t-test was done to determine the difference in the observed mean scores at $\alpha = 0.05$ level of significance. Statistical analysis of data achieved through the test indicates that there is significant difference between the mean performance of students before and after implementation of Ultimate Phonics Reading Program in terms of word recognition and reading comprehension. It was evidenced by the computed t-values of 3.12 and 2.73, respectively, which exceeded the critical t-value of 2.07 using 23 degrees of freedom that led to the rejection of null hypothesis. In a nutshell, Ultimate Phonics was significantly effective in teaching reading for Grade Three students. Hence, primary teachers may introduce and apply this approach to improve the reading performance of students.

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

Essay

Shifting Back to Old School Calendar, a Reaction

by Rinalyn L. Gamilla

The Department of Education (DepEd) has made it official to shift back to the old school calendar of June-March from the current August-May calendar. DepEd issued Department Order No. 003 series of 2024, which set new dates of school activities from February until the end of next school year. They laid out a timeline for a gradual transition back to the old school calendar where vacations take place during the summer months of April and May. It is expected that the school year shift will complete its transition by school year 2027-2028.

The main issue with the present school calendar is that it forced students to attend classes during the heat of the summer months which led to safety concerns of dehydration and heat stroke. This first transition led to schools scrambling to get funding for air conditioners and other cooling devices for their classrooms. For some, the issue wasn't so easily resolved: old school buildings were not designed to handle that much electrical load and required an extensive overhaul. This caused a massive spike in spending, exacerbating the longstanding budget crises in public schools.

As we start the gradual return of the June-March school year, we need to remember why the academic calendar shifted to begin with. If we simply change it again without making the effort to evaluate the original calendar shift, we might end up desiring to change school calendars yet again in a few years.

As to my reaction, shifting the old calendar as a solution was short-sighted, since typhoons and other disasters no longer limited themselves to the season of June-October. Climate change has massively disrupted our seasons and typhoons have begun showing up year-round. This means that shifting the calendar did not matter; typhoons happened during the school year anyway. As to my belief, we can never control the wind of change, all we need to do is to make necessary adjustments.

Heat Affects Student Learning

by Rinalyn L. Gamilla

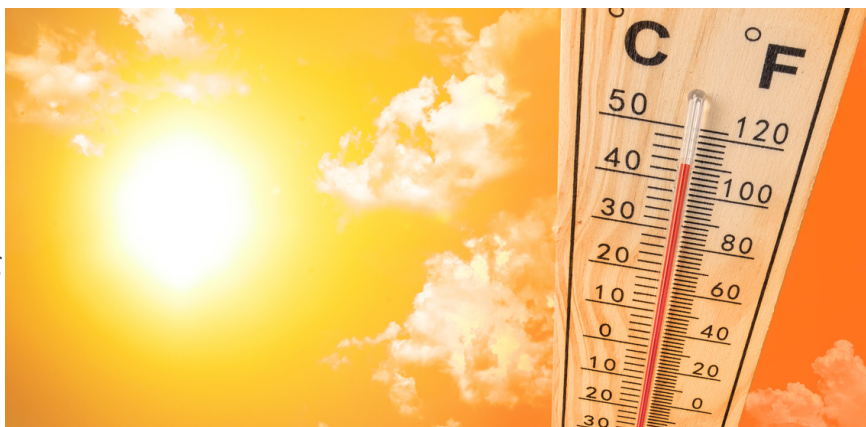
Temperature will continue to rise as climate change accelerates. How about the students including in regions who aren't used to hot weather? Many schools don't have air conditioning units that are equipped to cope with sweltering heat. Research shows that hot classrooms are detrimental to student learning.

"Schools are not prepared for the extreme heat, and we need to

change that now," said Jonathan Klein, the co-founder of Undaunted K-12, a national nonprofit supporting climate action in public schools that tracks school closures due to heat and other extreme weather. Our most vulnerable students are the most vulnerable to extreme heat. How will these students learn? Yes, heat makes it harder for students to learn. Students perform worse on tests when they're hot, according to multiple studies by economists. Educators say students can be unmotivated and distracted when sitting in a hot classroom. Other research shows that cognitive function declines during excessive heat, leading to slower reaction times on assessments.

Finally, students who don't have air conditioning at home are at more of a disadvantage because heat also affects sleep, and sleep, of course, affects performance the next day. The fact is that, "If you don't sleep well because it's too hot, you don't think well".

Rinalyn L. Gamilla is Teacher III, teaching Science 5 and 6, and School Science Coordinator in Matungao Elementary School, Matungao, Socorro, Oriental Mindoro. She holds master's degree in Educational Management major in Administration and Supervision.



Poetry

A Teacher's Christmas

By Mariel S. Garcia

With hearts filled with joy, and spirits bright,
We thank you, dear teacher, for your guiding light.
You've sown seeds of knowledge, watered with care,
Nurturing young minds, beyond compare.

Through seasons of learning, you've stood steadfast and true,
Inspiring our dreams, a vision anew.
Your patience, your kindness, a gift from above,
A beacon of hope, and endless love.

May this Christmas bring peace, joy, and cheer,
A well-deserved break, a happy new year.
May Santa reward you with gifts galore,
For shaping young minds, forevermore.

Mariel S. Garcia is a Head Teacher III at Puerto Galera National High School. He is the department head of the Technology and Home Economics department.



Abstract

Sosyolohikal na Pananaw sa mga Piling Dagling Katha sa Panahon ng Amerikano at Makabagong Panahon

ni Gerlie Veri Lopez

Isinagawa ang pag-aaral na ito upang masuri ang mga dagli sa Panahon ng Amerikano at Makabagong Panahon gamit ang pananaw sosyolohikal. Ginamit din ang kwalitatibong paghahambing upang maikumpara ang kaantasan ng wika sa Panahon ng Amerikano at Makabagong Panahon.

Sa partikular, ang pag-aaral na ito ay naglayong tukuyin ang mga sosyolohikal na kaisipang nakapaloob sa mga dagli; alamin ang kaugnayan ng mga kaisipang ito sa mga pangyayari sa sarili, pamilya, pamayanan, lipunan, at daigdig; alamin ang mga nilalaman ng mga dagling tulad ng paksa, tono, istilo, layon, at kaantasan ng paggamit ng mga salita; at mapaghambing ang kaantasan ng mga salitang ginamit sa mga dagli sa Panahon ng Amerikano at Makabagong Panahon.

Sampung dagling katha sa panulat nina Regalado, Laksamana, Malay, at iba pa sa Panahon ng Amerikano, at sampu ring dagling katha sa panulat nina Atalia at Baldemula sa Makabagong Panahon ang sinuri sa pag-aaral na ito gamit ang pagsusuring tekstwal.

Ang mga kaisipang sosyal na nakapaloob sa mga dagli sa Makabagong Panahon ay malawak ang saklaw, ngunit karamihan ay nakatuon sa mga isyu at suliranin sa lipunan tulad ng pulitikal at sosyo-ekonomiko. Ang mga kaisipang nakapaloob naman sa mga dagli sa Panahon ng Amerikano ay karaniwang kontra-kolonyalismo, kontra-imperyalismo, at Amerikanisasyon.

Ang mga kaisipang sosyolohikal ay may malaking kaugnayan sa mga pangyayari sa sarili, pamilya, pamayanan, lipunan, at daigdig sapagkat ang mga kaisipang ito ay tunay na nakapangyayari sa iba't ibang lebel ng lipunang naiimpluwensyahan ng mga umiiral na puwersang sosyal.

Ang mga paksa ng mga dagli sa Makabagong Panahon ay karaniwang tumatalakay sa mga isyu o suliraning panlipunan tulad ng pagkahilig ng kabataan sa kulturang materyal, katiwalian, pagkakapantay ng babae at lalaki, kalupitan ng lipunan, at iba pa. Ang mga paksa naman ng mga dagli sa Panahon ng Amerikano ay karaniwang may temang makabayan at kontra-Amerikanisasyon o kolonyalismo.

Ang tono ng mga dagli sa Makabagong Panahon ay karaniwang seryoso o malungkot, samantalang ang tono naman ng mga dagli sa Panahon ng Amerikano ay karaniwang galit o

pakutya. Ang layon ng mga dagli sa Makabagong Panahon ay paglalahad ng mga suliranin at isyu sa lipunan, samantalang panghihimok at panunuligsa o pagpuna ang karaniwang layon ng mga dagli sa Panahon ng Amerikano.

Ang istilo ng mga dagli sa Makabagong Panahon ay karaniwang payak, gumagamit ng maiikling pangungusap, hindi maligoy, at karaniwang nakatuon sa balangkas o "plot-centered." Gumagamit din ito ng mga "literary devices" tulad ng pagbibigay ng ibang kahulugan sa balangkas o "plot twist." Ang karaniwang istilo naman ng mga dagli sa Panahon ng Amerikano ay maligoy, gumagamit ng mahahabang pangungusap, padayalogo, at nakatuon sa tauhan o "character-centered."

Ang kaantasan ng paggamit ng mga salita sa Makabagong Panahon ay karaniwang di-pormal at may panghihiram sa salitang Ingles o "code-switching/lexical borrowing," samantalang pormal at pampanitikan naman ang kaantasan ng mga salita sa mga dagli sa Panahon ng Amerikano.

May malaking pagkakaiba sa kaantasan ng salita sa pagitan ng mga dagli sa Makabagong Panahon at sa Panahon ng mga Amerikano sapagkat di-pormal, kolokyal, at balbal ang kaantasan ng mga dagli sa Makabagong Panahon, samantalang pormal, pampanitikan, at pambansa naman ang kaantasan ng mga dagli sa Panahon ng mga Amerikano.

Bilang pangwakas na konklusyon, masasabing malaki ang pinagkaiba ng mga dagli sa Panahon ng Amerikano at sa Makabagong Panahon, hindi lamang sa nilalaman nitong mga kaisipan kundi gayundin sa mga pormalistikong nilalaman nito tulad ng paksa, tono, layon, istilo, at kaantasan ng mga salita. Ito ay dahil sa malaking kaibahan sa estado ng mga institusyong panlipunan at pulitikal gayundin ang mga puwersang panlipunan na umiiral sa dalawang magkaibang panahon. Sa huli, hindi maitatatwa na ang panitikan ay naiimpluwensyahan ng mga pangyayari, isyu, at katotohanang masasalamatin sa iba't ibang antas ng lipunan.

Si Gerlie Veri Lopez ay kasalukuyang Guro III sa Filipino ng Mataas na Paaralan ng Tondo, Maynila, at Part-Time Faculty sa Philippine Normal University-Manila (PNU). Nakapagtapos siya ng Master of Education, major in Language and Literature-Filipino sa University of Eastern Philippines (UEP) noong 2017 sa University Town, Catarman, Northern Samar. Kasalukuyan siyang nag-aaral ng Doctor of Philosophy in Filipino sa Polytechnic University of the Philippines, Sta. Mesa, Maynila.

Essay

A Teacher's Mental Health: A Silent Struggle

By Mariel S. Garcia

Teachers, the unsung heroes of society, often shoulder an immense burden. Beyond the classroom walls, they grapple with a silent struggle: mental health.

The demanding role of a teacher involves long hours, constant stress, and high expectations. From crafting engaging lesson plans to managing unruly classrooms, their responsibilities are multifaceted. The pressure to meet academic standards, parental demands, and administrative pressures can take a significant toll on their mental well-being.

Burnout, anxiety, and depression are common challenges faced by educators. The emotional labor of nurturing young minds, coupled with the constant judgment and scrutiny, can lead to feelings of inadequacy and overwhelm.

It is imperative to prioritize the mental health of teachers. By providing adequate support systems, such as counseling services and professional development opportunities, we can empower them to cope with stress and maintain a healthy work-life balance. Recognizing their sacrifices and valuing their contributions is essential to fostering a supportive and nurturing environment for educators.

Let us acknowledge the immense dedication of teachers and prioritize their mental health. By doing so, we can ensure that they continue to inspire and shape future generations.

Mariel S. Garcia is a Head Teacher III at Puerto Galera National High School. He is the department head of the Technology and Home Economics department.



Essay

Tiered Instruction for Academically-Challenged Mathematics Learners: An OSMEÑA Technique

by Sharon B. Gallo

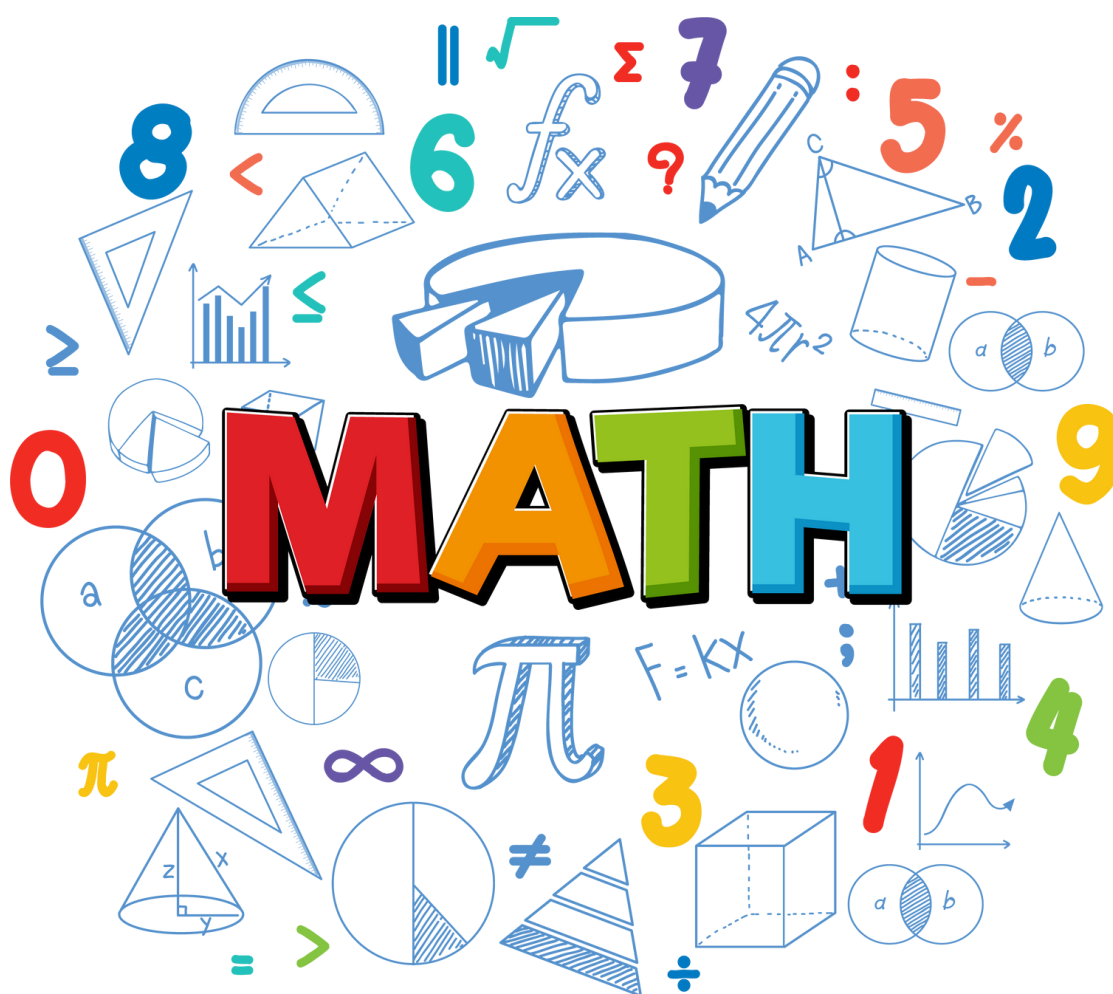
This study was conducted to incorporate tiered instruction adapting OSMEÑA Technique (Opting to Simply-modified Mathematics 6 Enhancement as New Approach in Learning Activity Sheets, without deviating from competency-based) for academically-challenged learners in Grade – Six.

The researcher pursued the study as intended to improve academic performance of academically-challenged learners in Mathematics 6 in Osmeña Elementary School. The respondents were grouped into two – experimental and control group. They were given pre and post-test to know the significant difference of their performance before and after the intervention. After the completion of the intervention period, the respondents were asked through a simple interview on their views and experiences in using the intervention.

Based on the result, it was found out that there was a significant difference between the pre-test and post-test of control and experimental group. On their views and experiences, researcher collected five emerging themes that were addressed in the action plan.

This study implied that teachers should be innovative and creative to design a tiered instruction. Thus, OSMEÑA Technique opened a way to let the learners cope with the learning objectives in a certain modification, enhancement, and innovation without deviating on the standards of Learning Competencies set by the department.

Sharon B. Gallo is a Master Teacher I of Osmeña Elementary School/Malungon 2 District, Division of Sarangani. She holds a Master's Degree in Education Major in Educational Management and a research enthusiast since 2017.



Essay

Innovative Teaching Strategies for Teaching Social Sciences: Bridging Theory and Practice

by Ofelia R. Pogoy

Teaching the social sciences is one of the most effective opportunities for educators to develop empathy, critical thinking, and active engagement in public debate. Traditional teaching approaches usually fail to engage students and close the gap between theoretical frameworks and their real-world applications because of how fast the world is changing. This calls for creative teaching methods that turn classrooms into lively places where students can relate political, cultural, historical, and economic ideas to the reality of daily life.

Probably the best strategy is experiential learning that focuses on immersion in real-life situations. Infusing fieldwork, role-play, and simulations into the curriculum helps to familiarize students firsthand with the nitty-gritty of social systems and institutions.

For example, they could be legislators, activists or historians in community immersion projects, Model UN exercises or mock trials. It is through these that students may learn to weigh competing interests, make choices, and understand the nuances of social change. In addition to helping facilitate participation, experience-based learning enhances critical thinking and problem-solving capabilities while making abstract concepts concrete and memorable. Another creative approach is to use technology to create inclusive and engaging learning environments. Traditional textbooks cannot compete with the immersive experiences offered by digital platforms, virtual reality (VR), and augmented reality (AR). For example, students will be able to experience the cultural customs of ancient civilizations, to touch artifacts, and to walk around historical monuments through a virtual reality (VR) examination of ancient civilizations. In a similar way, gamified learning systems encourage teamwork and active engagement when teaching difficult topics like political science or economics. They are interesting but democratize information access and support different learning styles and skill levels.

Another innovation worthy of mention here is interdisciplinary education that breaks topic silos, giving an exhaustive knowledge of social processes. Combining aspects of science, technology, literature, and arts, the interdisciplinary nature of social sciences helps enrich a student's perception. When a combination of environmental science is done with sociology in appraising the social factors regarding global warming, for instance, matters that can be accessed will appear through a world view. This method helps train the students to tackle difficult issues in reality by promoting critical thinking, teaching them how information relates to one another.

A bridge between theory and practice, a crucial function of PBL is that students learn more profound conceptions of social science concepts while solving practical problems within extensive projects. Students can apply the theoretical knowledge by working on projects in planning urban development, asking people to survey them concerning social issues, or devising multimedia campaigns for the social justice campaign. Through PBL, civic participation, collaboration, and creative thinking are fostered so students can take an active part in their communities.

Discussion and debate are also essential for social science education. These techniques include the use of debate contests, panel discussions, and socratic lectures that encourage the students to come up with ideas, question assumptions, and engage with diverse perspectives. An open-minded and respectful classroom environment is necessary to understand the subtleties of human cultures that these activities develop. Using these techniques, students will gain the empathetic and communication skills that will enable them to operate effectively in a diverse society while also gaining theoretical frameworks. Innovative social science teaching methods focus on the production of knowledgeable, critical, and caring citizens as opposed to knowledge transfer alone. It is possible for teachers to allow such an environment in using technology, interdisciplinary methods, project-based learning, experiential learning, and debate. All these are inclusive aspects that make students understand social systems but participate in changing them. Such methods will still be essential to help teachers relate the world of the classroom to the real world outside as they mature in a constantly changing new setting of education.

With seven years of service in the Department of Education, Ofelia R. Pogoy is a compassionate social worker and experienced senior high school teacher. She holds a Bachelor of Science in Social Work from Leyte Normal University and a Doctor of Philosophy in Educational Management from Asian Development Foundation College, specializing in student welfare, community outreach, and social sciences. Ofelia has supported students, parents, and communities through emotional well-being, crisis intervention, and family counseling. In the classroom, she blends practical life skills with a student-centered approach to foster academic and personal growth. Actively involved in school programs and community projects, Ofelia embodies social responsibility, integrity, and lifelong learning, empowering students to become compassionate, informed citizens.

Essay

Project-based Learning in Social Sciences: Practical Application for Students

by Ma Jinky F. Sia

Teaching the social sciences is one of the most effective opportunities for educators to develop empathy, critical thinking, and active engagement in public debate. Traditional teaching approaches usually fail to engage students and close the gap between theoretical frameworks and their real-world applications because of how fast the world is changing. This calls for creative teaching methods that turn classrooms into lively places where students can relate political, cultural, historical, and economic ideas to the reality of daily life.

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For example, they could be legislators, activists or historians in community immersion projects, Model UN exercises or mock trials. It is through these that students may learn to weigh competing interests, make choices, and understand the nuances of social change. In addition to helping facilitate participation, experience-based learning enhances critical thinking and problem-solving capabilities while making abstract concepts concrete and memorable. Another creative approach is to use technology to create inclusive and engaging learning environments. Traditional textbooks cannot compete with the immersive experiences offered by digital platforms, virtual reality (VR), and augmented reality (AR). For example, students will be able to experience the cultural customs of ancient civilizations, to touch artifacts, and to walk around historical monuments through a virtual reality (VR) examination of ancient civilizations. In a similar way, gamified learning systems encourage teamwork and active engagement when teaching difficult topics like political science or economics. They are interesting but democratize information access and support different learning styles and skill levels.

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Ma Jinky F. Sia teaches Social Sciences at Burauen Comprehensive National High School. She holds a Bachelor of Arts degree in Political Science and completed her postgraduate degree in Educational Management in Asian Development Foundation College, Tacloban City, and is a licensed professional teacher under the Philippine Professional Regulation Commission (PRC). Colleagues and students alike have recognized her work for its enthusiasm, compassion, and unwavering commitment to educational excellence. Over the years, Ma Jinky has made significant contributions to DepEd's mission of providing quality education to Filipino learners and remains focused on shaping the future of students, one lesson at a time.

Essay

Overcoming the Math Mountain: Navigating Student Struggles in Mathematics in Higher Education

by Engr. Christian S. Cabral

Mathematics in higher education often becomes a formidable barrier, with students grappling with abstract concepts, foundational gaps, and psychological hurdles. The transition to college-level math intensifies these challenges, as courses like calculus and linear algebra demand not only technical proficiency but also adaptive problem-solving skills. Many students struggle with the shift from concrete arithmetic to abstract thinking, compounded by gaps in prerequisite knowledge that hinder their ability to grasp advanced topics. For instance, rapid forgetting of earlier material and difficulty connecting disparate mathematical principles create a cycle of frustration. These cognitive barriers are exacerbated by curricula that prioritize speed over depth, leaving little room for conceptual mastery.

Affective factors, such as math anxiety and diminished self-efficacy, further complicate the journey. Students who perceive mathematics as inherently difficult often internalize failure, leading to avoidance behaviors and reduced effort. This mindset is reinforced by societal narratives that equate math ability with innate talent rather than cultivatable skill. Anxiety peaks during high-stakes assessments, where pressure to perform overshadows the learning process. However, studies show that fostering a growth mindset, emphasizing effort over innate ability, can mitigate these effects. Encouraging students to view errors as opportunities for discovery, rather than proof of inadequacy, helps rebuild confidence and persistence.

Addressing these challenges requires multifaceted strategies. Colleges must prioritize diagnostic assessments to identify knowledge gaps early, paired with targeted remediation programs. Integrating technology, such as adaptive learning platforms and interactive simulations, can personalize instruction and demystify abstract concepts. Peer-led study groups and mentorship initiatives also foster collaborative problem-solving, reducing isolation and anxiety. Crucially, educators must redesign curricula to emphasize real-world applications, bridging the gap between theory and practice. By combining pedagogical innovation with psychological support, higher education institutions can transform the “math mountain” into a climbable summit, where struggle becomes a catalyst for growth rather than a barrier to success.

ENGR. CHRISTIAN S. CABRAL is a licensed Mechanical Engineer. He finished his undergraduate studies at Northwest Samar State University, Calbayog City, Samar in 2010. He took the methods of teachings and passed the Licensure Examination for Teachers in 2017. He earned his Master of Arts in Science Teaching Major in Mathematics in Northwest Samar State University in 2021. He handles mathematics subject and professional subjects (College of Education) at Northwest Samar State University. Engr. Cabral has been very passionate and enthusiastic in teaching Mathematics to his students. He makes sure that he is always updates himself of the innovation of his field by attending training and seminars. He is also a member of professional organization namely PSME and MTAP-TL.



Essay

Cultural Perspectives on Math Education: Shaping Student Attitudes and Outcomes

by Engr. Christian S. Cabral

Mathematics, often viewed as a universal language, is deeply influenced by cultural contexts that shape how students experience and understand it. Cultural perspectives in math education play a pivotal role in fostering student engagement, building confidence, and addressing systemic inequities. By integrating culturally responsive practices, educators can transform math classrooms into inclusive spaces where all students feel valued and empowered.

One of the key benefits of culturally responsive math education is its ability to make learning relevant. Traditional approaches often detach math from students' lived experiences, leading to disengagement. However, by incorporating real-world examples rooted in diverse cultural contexts, such as exploring fractions through traditional music rhythms or using local community data for statistics, educators can bridge the gap between abstract concepts and practical applications.

Moreover, addressing cultural biases in math education is crucial for equity. Standardized curricula often reflect Eurocentric perspectives, alienating students from other backgrounds. By adopting ethnomathematical approaches, such as exploring how different cultures historically used math in daily life, educators can dismantle stereotypes and create a more inclusive environment. For instance, teaching geometry through indigenous architectural designs not only enriches learning but also celebrates cultural heritage.

However, implementing culturally responsive math education requires intentional effort. Educators must undergo training to understand their students' cultural contexts and adapt teaching methods accordingly. Collaborative learning activities that draw on students' unique experiences can further enhance engagement and foster peer support.

Ultimately, integrating cultural perspectives into math education is not just about improving test scores; it is about shaping attitudes and outcomes that empower all learners. When students see their cultures reflected in the curriculum, they are more likely to embrace mathematics as a meaningful and accessible discipline, one that connects them to both their heritage and their future potential.

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Research Abstract

Reading performance of KS1 learners in Paharang Elementary School: Basis of strategic plan for enhancing instructional

by Darlene A. Eje

This study, entitled “Reading Performance of KS1 Learners in Paharang Elementary School: Basis of Strategic Plan for Enhancing Instructional Supervision”, aimed to examine how instructional supervision practices influence the reading performance of learners at the KS1 level.

Specifically, it investigated the extent to which supervision supports lesson planning, use of reading strategies, and monitoring and evaluation. The study also identified the key challenges teachers encounter in delivering early reading instruction and proposed a strategic plan to enhance instructional supervision. Utilizing the descriptive method of research, data were collected through a researcher-made questionnaire administered to twelve (12) teachers handling KS1 learners. Responses were analyzed using weighted mean and ranking to determine patterns and insights relevant to reading instruction and supervision.

The findings of the study showed that the reading performance of KS1 learners in terms of word recognition, reading fluency, and reading comprehension is highly practiced. Instructional supervision practices—particularly in planning, strategy use, and monitoring—are also observed to a high extent. However, teachers reported several challenges such as a lack of sufficient reading materials, difficulties in managing large class sizes, and the need to address diverse reading levels. Despite these hurdles, the data suggest that effective supervision significantly supports early literacy development, especially when it includes feedback, mentoring, and collaborative efforts to improve instructional delivery.

In response to these findings, the study recommends that schools strengthen their literacy programs by enhancing resource provision, institutionalizing structured feedback and mentoring, and implementing focused capacity-building initiatives.

Additionally, emotionally responsive reading strategies should be promoted to reduce learner anxiety, while parent and community involvement must be encouraged to reinforce reading habits beyond the classroom. These measures, if sustained, can contribute to building stronger foundations for literacy among early grade learners.

Darlene A. Eje is a Principal III of Paharang Elementary School with nine years of experience as a school head under the Department of Education. She earned her Master of Arts in Education, major in Educational Management, from the University of Perpetual Help System Dalta, and her Bachelor of Elementary Education from Batangas State University.

Before becoming a school leader, she spent 16 years teaching Grades 5 and 6 pupils, handling subjects such as Science, English, HEKASI, and MAPEH. She also served as a School Paper Adviser, Girl Scout Coordinator, and School-Based Management (SBM) Focal Person, showcasing her dedication to both academic and co-curricular development.

As a school leader, she is an advocate of transparent, ethical, and accountable governance. She upholds the principles of shared responsibility and shared governance, believing that communication and collaboration are essential in building an effective and inclusive organization. Her leadership reflects a strong commitment to instructional excellence, teacher development, and quality basic education.

Her dedication and leadership were recognized when she was awarded as the District I Outstanding Elementary School Head for SY 2024–2025.

