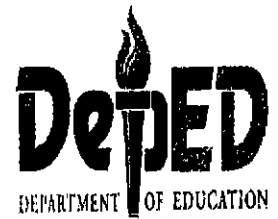




REPUBLIKA NG PILIPINAS  
REPUBLIC OF THE PHILIPPINES  
**KAGAWARAN NG EDUKASYON**  
DEPARTMENT OF EDUCATION  
DepEd Complex, Meralco Avenue, Pasig City



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DepED ORDER  
No. 50, s. 2004

AUG 24 2004

**IMPLEMENTING GUIDELINES ON THE MODEL OF EXCELLENCE (MOE)  
SCHOOLS PROGRAM**

To: Bureau Directors  
Regional Directors  
Schools Division/City Superintendents  
Heads, Public Elementary Schools

1. Pursuant to DECS Order No. 36, s. 2001, which institutionalized the National Model-of-Excellence (MOE) Schools Program which consists of schools that received donations of books, computers, and other educational materials from Books for the Barrios, and in order to maximize the use of books in the MOE libraries, this Department hereby issues the following guidelines:

- a. All elementary schools included in the National MOE Schools Program are expected to implement all the teaching methods, techniques and strategies listed in Enclosure A;
- b. All elementary schools included in the National MOE Schools Program should submit a monthly report on the last school day of each month during the schoolyear on their compliance with the requirements listed in the enclosure to their respective Schools Superintendents and Regional Directors, copy furnished to Manila Office of Books for the Barrios;
- c. Other elementary schools are encouraged to adopt any of the teaching methods, techniques and strategies as applicable; and
- d. It is understood that MOE requirements are over and above the usual requirements embodied in various Department issuances. MOE schools are not exempted from such requirements.

2. Enclosed for reference are the following:

- a. Enclosure A – Teaching Methods, Techniques and Strategies and Other Requirements
- b. Enclosure B – List of Words for Word of the Day
- c. Enclosure C – Computer Curriculum for MOE Elementary Schools
- d. Enclosure D – List of Model of Excellence Schools (as of July 1, 2004)
- e. Enclosure E – MOE Monthly Report Format

3. Immediate dissemination of this Memorandum is desired.

*K. C. Bacani*  
**RAMON C. BACANI**  
Undersecretary  
Officer-in-charge

Encls.:  
As stated

Reference:  
DECS Order: (No. 36, s. 2001)

Allotment: 1—(D.O. 50-97)

To be indicated in the Perpetual Index  
under the following subjects:

LISTS  
SCHOOLS  
PROGRAMS  
POLICY

Shella, MPPD, DM MOE Schools Program  
July 8, 2004

(Enclosure A to DepED Order No. **50**, s. 2004)

**TEACHING METHODS, TECHNIQUES, STRATEGIES, AND OTHER  
REQUIREMENTS APPLICABLE TO MOE SCHOOLS.**

1. *Mission and Vision.* All MOE Schools must follow and implement the MOE program mission and vision, namely, "Fighting Poverty ... One Page at a Time."
2. *Fun Learning.* The key MOE principle is that all learning should be fun. Fun learning characterizes all MOE activities within and outside the classroom, in all subjects and at all grade levels. While having fun, pupils learn what is important to them. No activity or assignment should be given that will not be fun for pupils.
3. *Campus Signages.* In order to identify an MOE school, a large sign giving the name of the school and the words "A National Model of Excellence School" should be placed near the entrance of the school. Signs not appropriate to the MOE philosophy, such as environment-unfriendly signs on trees or child-unfriendly "Silence" signs, should not be posted anywhere on campus.
4. *Cross wires.* Collaborative learning requires that pupils are able to react to each other's outputs in the classroom. In order to allow pupils to display their works for others to see, wires that intersect each other should be suspended from the ceiling or attached to the walls; pupils' works and educational materials should then be hung from these wires, which should be at eye level of the teacher.
5. *Mini-library in each classroom.* In order to allow immediate access to books within the classroom and in order to maximize the use of books while the pupils are inside their own classrooms, a mini-library should be set up inside each classroom. Each mini-library should have at any one time at least five dictionaries for the whole class and one book or magazine per pupil, the latter borrowed from the library and replaced at least once a month. Each mini-library should be a three-layer open-shelved cabinet painted in a primary color, with books on the highest shelf within reach of the pupils; section tags should be supplied as appropriate.
6. *Tables and Chairs.* In order to facilitate collaborative learning activities involving pairs or groups, tables and chairs instead of desks or armchairs should be used in every classroom, subject to the availability of funds and the physical restrictions of each school. Tables and chairs should be painted in primary colors. Pupils should not be asked to arrange their chairs in such a way that the traditional desk architecture is maintained, in other words, in no case should all the pupils be asked to face the teacher or the blackboard. All activities, without exception, should require that pupils face each other across their tables and/or work with each other.

7. *Primary Colors.* In order to stimulate the child's imagination, primary colors are preferred by educational theory. Tables, chairs, cabinets, and shelves should be painted red, blue, or yellow.
8. *Classroom Interior Design.* In order to supply an atmosphere conducive to learning, the walls of each classroom and of the school buildings themselves should be painted white and/or blue, subject to the availability of funds.
9. *Toilets.* As much as possible and subject to the availability of funds and space, toilets should be placed adjacent to, rather than inside classrooms. For the upper grades, separate male and female toilets should be installed if feasible.
10. *Murals.* In order to make the walls of the classroom and of the school buildings interesting and functional, murals should be painted in spaces not used up by bulletin boards, with themes appropriate to the artistic level of pupils, subject to the availability of funds and community resources. Care should be taken to ensure that murals reflect the culture and values of the community and of the nation.
11. *Banners.* In order to reinforce values, banners or slogans should be posted inside classrooms that say "It's okay to make a mistake" and other such messages appropriate to the class level.
12. *Articulation Calendar.* In order to help pupils learn the days of the week, the following series of sentences, properly revised according to the day of the week, should be placed on a poster pasted to the blackboard: "Today is Monday. Yesterday was Sunday. Tomorrow will be Tuesday." Three to five minutes may be devoted to reciting the sentences.
13. *Daily Calendar.* In order to reinforce knowledge of the calendar, a daily calendar made of pouches representing every day of a month should be set up on the left side of the blackboard. Pupils should then move an appropriate symbol each day to the correct pouch.
14. *Happy Birthday Corner.* In order to make birthdays significant, the names of pupils having their birthday should be posted in a chart appropriately decorated and conspicuously located inside the classroom.
15. *Star Pupil of the Week.* Recognition is important to all human beings, particularly to growing children. Each pupil should be given the chance to become Star Pupil of the Week, which gives her or him the right to have a photo or drawing posted in an appropriate corner of the classroom, and to special treatment during that week by the teacher.
16. *Child-Friendly Curtains.* In order to minimize dust and maximize space, curtains should be child-friendly, if possible decorated with cartoons and made with environment-friendly material.

17. *Chalk-free Day.* Pupils need interactive and collaborative learning activities that do not involve board work. Teachers should refrain from using chalk at least one whole day a week, preferably Fridays. A chalk-free day is a regular class day except that the teacher does not use chalk and the blackboard. All lesson objectives and minimum competencies for the day should be met, but with activities that do not involve the use of chalk and the blackboard.
18. *Sustained Silent Reading.* Reading skills are enhanced with daily practice. Pupils are expected to spend ten minutes of every class day silently reading a book that they borrow from the mini-library. Teachers are expected to read during the same period.
19. *Daily Oral Language.* In order to enhance proficiency in English, grammar lessons should be given every day, although these should be minimized in the context of the communicative approach to language learning. Five to ten minutes of each English period should be devoted to daily oral language. Pupils should orally correct errors in two sentences written beforehand on the board or otherwise posted by the teacher. Sample sentences for Daily Oral Language will be made available by Books for the Barrios.
20. *One Hundred Days Celebration.* In order to help pupils become numerate as well as creative, each pupil in classes from Pre-school to Grade 2 should submit every day for the first hundred days of school some things the number of which corresponds to the number of days of school. The goal is for each pupil to collect one hundred objects, material or non-material. On the hundredth day, the school may celebrate the day by using the objects submitted by the pupils.
21. *Word of the Day.* In order to ensure that each graduate of elementary school learns at least the two thousand basic words of the English language, each pupil should learn at least one word a day, taken from a standard list supplied by Books for the Barrios. Teachers should devote at least five minutes of each English lesson to activities related to the Word of the Day. (See Enclosure B)
22. *Journal Writing.* In order to enhance creativity and command of language, each pupil from Grade 3 up should write at least one sentence during the last five minutes of every period. The topic for the sentence or sentences should be dictated by the teacher. Samples from the journal entries of pupils should be included in the monthly reports. Writing prompts for journal writing will be made available by Books for the Barrios.
23. *Reading Buddies.* In order to help slow readers, older or more advanced pupils (called Reading Buddies) should tutor younger or slower readers. Teachers should arrange the pairing of better readers with slower readers. Reading buddies may come from other sections or other grade levels. Monitoring and evaluation techniques should be developed by each teacher.

24. *Reading Extravaganza.* Slow readers need special help to catch up with their classmates in reading. A whole day each grading period should be designated as a Reading Day. With help from reading buddies, slow readers should be made to read books the whole school day. Story-telling activities can break the reading, but emphasis should be on actual reading.
25. *Summer Reading Camp.* In order to maximize the use of school libraries, libraries should be open during summer for use of pupils that need special help in reading. Teachers should be trained to handle special programs in reading that should include fun activities meant to enhance the reading abilities of pupils, particularly slow readers.
26. *Speak English Campaign.* In order to give pupils greater opportunities to hear and to speak the language, all teachers on campus should speak, except for the designated classroom periods for Filipino and Makabayan, in the English language. This should be particularly observed in the library and in the computer learning center. Pre-school teachers are particularly enjoined to expose their pupils to the English language continuously, except for the mandated classroom periods for Filipino. Code-switching (the use of the vernacular language simultaneously with the English language) is not allowed at any level in an MOE school. Teachers should speak in straight English at all times, except for the mandated periods of Filipino and Makabayan, when they should speak in straight Filipino.
27. *Amazing Alphabet.* In order to help Pre-school and Grade 1 pupils learn the alphabet by heart, teachers should try to use verses that play on the alphabet.
28. *Reading Aloud.* In order to develop the listening skills of pupils, teachers should read books aloud in their classrooms as frequently as possible. Librarians should be trained in the reading aloud of story books.
29. *Reading for a Prize.* If there are prizes in cash or in kind available to the school, prizes should be given for the best book reports submitted by pupils at every grade level from Grade 2 up.
30. *Funding for Libraries and Computer Learning Centers.* Subject to the usual accounting procedures, MOE Principals and concerned Superintendents should spend part of their MOOE's for necessary expenses to maintain the library and computer learning center. In case such MOOE's are not available, MOE Principals should exert extra effort to solicit funds from the local community or PTCA.
31. *Flooring.* In order to maintain and preserve books and equipment, tiles should be used as flooring for Libraries and Computer Learning Centers, subject to the availability of funds and community resources.
32. *Library Operations.* In order to ensure maximum use of books in the library, there should be a full-time librarian who will handle only classes in the library, from Pre-school to Grade 6, devoting at least thirty minutes a week for each section. The

librarian may read aloud a book, tell stories, and/or show videos to pupils brought in and accompanied by their teacher. Each section must go to the library for at least thirty minutes every week. The typical library session should consist of (a) 10-minute book search or browsing, (b) 10-minute play or random reading, and (c) 10-minute reading aloud by the librarian. The library should remain open as long as the campus is open.

33. *Book Lovers Club.* All MOE students should automatically be made members of the Book Lovers Club. They may elect officers to act as library assistants in borrowing and returning of books. These pupil-assistants should be taught how to use library cards; in turn, they can teach other pupils.
34. *Borrowing Books.* In schools that have been MOEs for less than a year, each pupil should take out at least one book a week from the library. In other MOEs, each pupil should take out at least two books a week from the library. Every single class day, the pupil should have in her or his possession at least one book borrowed from the library.
35. *Super Reader of the Week.* In order to give positive reinforcement to pupils with extraordinary reading abilities, the pupil who has borrowed the most number of books during a month should be rewarded by having her or his photo or name posted in a library corner named "Super Reader of the Week."
36. *Book Classification.* In order to make access easier for pupils and teachers, all books and other instructional materials should be properly classified according to title, type, topic, and so on, in accordance with accepted library procedures.
37. *Library Cards.* Each pupil should have a library card to be filled in when borrowing or returning books. The card will serve as a permanent record of the reading preferences and achievements of pupils. At the end of the school year, the cards should be turned in to someone that can draw lessons from them for the next school year. Decisions on books to weed out or donate to nearby schools or to be used as prizes or gifts should then be based on the data collated from such library cards.
38. *Computer Learning Center.* There should be a full-time computer teacher in an MOE school that has a Computer Learning Center with ten or more computers. The teacher should handle only classes in the Computer Learning Center, consisting of pupils from Grades 2 to 6 accompanied by their teachers. Each section from Grades 2 to 6 must go to the Computer Learning Center at least thirty minutes every week.
39. *Precautions in Computer Learning Centers.* No chalk, liquids, or food should be used inside the computer room. Proper care should be taken to ensure safety both of the pupils and of the equipment. Technical assistance should be made available on call by the Division office in case of malfunctions in hardware or software.

40. *Computer Curriculum.* The curriculum for computer lessons should follow that supplied by Books for the Barrios. Depending on the configuration of the computers, certain software packages should be learned by students at various levels as specified in Enclosure C.
41. *Computer Wizards Club.* In order to develop the interest of pupils with aptitude for computer work, computer-gifted pupils should be made members of a Computer Wizards Club and given special privileges to use special instructional computer software.
42. *Global Pen Friends.* In order to develop communication and interpersonal skills, all pupils from Grade 3 up should email their counterparts in other countries at least once a month. E-mailing can be done individually and directly in the Computer Learning Center, if such has enough computers and is connected to the Internet, or done by the teacher in an internet café after collecting pupils' messages on diskettes.
43. *Computer Chairs.* All chairs in the Computer Learning Center should be comfortable and healthy. Ideally, every student should have one computer, subject to the availability of funds. If that is not feasible, however, care should be taken by the computer teacher to ensure that pupils will have individual hands-on time even with shared computers.
44. *Inventory of Donations.* In order to ensure integrity of all shipments, MOE Principals should send a complete and exact inventory of all materials received to Books for the Barrios, following a standard format (number of box, quantity, particulars, titles, remarks).
45. *Impact Letters.* In order to ensure continued support from various donors to the program, all Principals must send thank-you letters to each donor, emphasizing the positive impact of the donations on pupils. Wherever feasible, some pupils should be also asked to send impact letters. Care should be taken to use appropriate language in these letters. For example, words such as "turn-over" should be avoided; instead, words such as "sharing" and "friendship" should be used, in order to advance the idea that the program is based on the willingness of donors (including American schoolchildren) to share their resources with children in other countries.
46. *Before and After Photographs.* In order to document the improvements a school undertakes in order to become and remain an MOE, all Principals must take pictures before and after any new development of their school's physical facilities.
47. *Sand Box.* Pre-school children can learn a lot from manipulating the instructional resources of a sand box. Each MOE Pre-school should install a sand box for the use of its pupils.



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48. *Clay Dough, Coloring Materials, Multi-colored Ball Baskets, Board Games and Puzzles.* All MOE Pre-schools should have an adequate supply of instructional and recreational materials for use of pupils, including but not limited to clay, coloring materials, ball baskets, and board games and puzzles.
49. *Face Painting.* Subject to the availability of funds, all MOE Pre-schools should engage pupils in the activity known as Face Painting.
50. *Video and ICT.* Subject to the availability of funds, technology should be used to enhance the teaching-learning process in MOE schools, particularly the use of packaged videos, computer learning software, and films.
51. *Brief Daily Lesson Plan.* Class preparation time should be spent thinking up of creative ways to make learning fun, rather than doing routine documentation of classroom work. In order to save enough off-class time to do innovative thinking, MOE teachers should submit daily lesson plans that are as brief as the DepEd format allows. Although the general categories in the DepEd format should be followed, MOE teachers are allowed to use single-word answers to these categories in order to conserve precious off-class time.
52. *Title for Teachers.* In order to instill respect for the profession of teaching, all MOE teachers should be addressed as "Teacher So-and-So" by all pupils and, when within earshot of pupils, by fellow teachers.
53. *MOE Best Practices.* In order for all MOEs to benefit from individual experiments and innovations, all MOE Principals should share their best practices with Principals of other MOE schools and, whenever possible, with Principals of non-MOE schools.
54. *Accountability.* All Principals are held accountable for compliance with the requirements of an MOE school. Superintendents should include compliance with MOE requirements among the criteria to be used when Principals are up for promotion or other forms of evaluation and reward.

## WORD OF THE DAY: JUNE

DATE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Jun 7	I	face	boat	news	peace	brain
Jun 8	she	rain	sail	fight	law	chain
Jun 9	he	last	ship	cheese	coat	wise
Jun 10	you	nail	school	past	glove	trade
Jun 11	yes	free	flag	freedom	nation	independence
Jun 14	go	bit	bent	east	boot	crude
Jun 15	up	off	coal	west	base	gun
Jun 16	say	map	meat	south	edge	war
Jun 17	run	act	deep	north	loose	cause
Jun 18	get	care	drop	field	arch	debt
Jun 21	bed	hour	chief	kiss	self	sex
Jun 22	far	mine	cheap	crack	brick	brake
Jun 23	bad	heat	chance	burn	brass	shame
Jun 24	sad	pipe	art	flame	mass	tax
Jun 25	boy	male	knot	grain	hate	crush
Jun 28	cup	hole	burst	form	frame	doubt
Jun 29	a	hope	fact	lead	nerve	fixed
Jun 30	bag	lock	much	knife	mixed	judge

WORD OF THE DAY: JULY

DATE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Jul 1	hat	grip	cart	plough	where	knowledge
Jul 2	fat	blood	nut	point	while	language
Jul 5	but	growth	branch	print	who	learning
Jul 6	dry	guide	part	prose	wine	limit
Jul 7	how	cough	of	range	when	married
Jul 8	box	cloth	at	rate	why	army
Jul 9	let	drain	if	ray	will	attack
Jul 12	for	hook	by	cruel	whip	harbor
Jul 13	day	ink	do	rough	young	disgust
Jul 14	ice	land	on	safe	jewel	common
Jul 15	key	pain	no	band	curtain	whistle
Jul 16	lip	paint	be	salt	yellow	teaching
Jul 19	low	lift	as	sand	summer	stomach
Jul 20	leg	light	in	scale	winter	special
Jul 21	arm	like	or	blade	window	effect
Jul 22	ear	change	may	quite	wheel	minute
Jul 23	air	list	same	sense	basin	rhythm
Jul 26	cry	chest	so	wind	cover	design
Jul 27	eye	mark	fear	white	wool	impulse
Jul 28	all	mind	rat	wide	only	belief
Jul 29	and	clear	old	wing	woman	account
Jul 30	ill	mist	bulb	spade	female	payment

WORD OF THE DAY: AUGUST

DATE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Aug 2	dog	horse	insect	sheep	buffalo	fowl
Aug 3	cat	deer	crab	snake	carabao	tamaraw
Aug 4	cow	tail	eagle	monkey	tarsier	giraffe
Aug 5	ant	narra	celery	bear	marigold	sampaguita
Aug 6	bee	pili	carrot	lobster	locust	bougainvillea
Aug 9	not	atis	seed	prawn	tiger	eucalyptus
Aug 10	fly	hemp	orange	shrimp	lion	mahogany
Aug 11	man	pig	lotus	roach	mosquito	mushroom
Aug 12	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS
Aug 13	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS
Aug 16	new	melon	lime	lily	elephant	strawberry
Aug 17	now	weed	banana	pandan	soybean	mangosteen
Aug 18	out	teak	corn	iris	betel	magnolia
Aug 19	egg	right	rice	banana	cocunut	anthurium
Aug 20	pen	end	aloe	holly	durian	apitong
Aug 23	pin	net	tulip	taro	acacia	bangkai
Aug 24	pot	daisy	abaca	gumamela	ago	pepper
Aug 25	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY
Aug 26	red	bamboo	camia	cedar	coffee	asparagus
Aug 30	sea	make	berry	balete	almond	mabolo
Aug 31	see	cactus	butterfly	nangka	avocado	business

WORD OF THE DAY: SEPTEMBER

DATE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Sep 1	sky	place	match	because	foolish	unit
Sep 2	son	plane	some	complete	forward	value
Sep 3	sun	pull	song	bitter	hammer	disease
Sep 6	the	pump	sort	feeling	detail	danger
Sep 7	tin	push	sound	awake	copper	degree
Sep 8	toe	bridge	steam	feeble	journey	expert
Sep 9	top	brush	steel	amount	exchange	credit
Sep 10	rub	breath	stem	feather	certain	desire
Sep 13	wet	brown	step	motion	drawer	statement
Sep 14	oil	great	still	mountain	leather	station
Sep 15	put	green	stitch	building	linen	stocking
Sep 16	name	bright	stage	plaza	ethnic	structure
Sep 17	book	rail	stamp	among	support	substance
Sep 20	door	rest	spring	across	machine	fiction
Sep 21	good	rice	stone	against	market	complex
Sep 22	food	ring	straight	about	muscle	conscious
Sep 23	hear	roll	strange	money	present	canvas
Sep 24	help	roof	street	little	needle	poison
Sep 27	hard	room	stretch	transport	order	driving
Sep 28	high	root	strong	trouble	owner	yesterday
Sep 29	page	night	such	trousers	pleasure	physical
Sep 30	give	rule	square	under	pocket	suggestion



WORD OF THE DAY: NOVEMBER

DATE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Nov 2	maid	yaya	violet	copra	cañao	balikbayan
Nov 3	dead	cloud	death	soul	quiet	memory
Nov 4	bone	church	loss	candle	simple	hospital
Nov 5	cold	price	road	science	sudden	medical
Nov 8	come	cord	store	till	level	overseas
Nov 9	down	side	sweet	wave	liquid	estero
Nov 10	blow	cake	swim	measure	chili	parallel
Nov 11	back	shelf	stop	humor	sponge	probable
Nov 12	fall	send	start	error	public	position
Nov 15	flat	clean	wax	country	process	violent
Nov 16	gray	birth	well	increase	produce	umbrella
Nov 17	full	bread	soup	hanging	second	tomorrow
Nov 18	meal	earth	curve	respect	purpose	together
Nov 19	cook	fold	space	cotton	screw	theory
Nov 22	need	horn	sneeze	cushion	powder	natural
Nov 23	fire	have	sharp	bucket	private	electric
Nov 24	play	from	smash	angry	protest	committee
Nov 25	join	noise	smoke	broken	record	manager
Nov 26	leaf	farm	smooth	sugar	request	amusement
Nov 29	line	poor	stick	apple	scissors	tendency



WORD OF THE DAY: DECEMBER

DATE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Dec 1	left	silk	shock	ever	parcel	condition
Dec 2	dear	quick	slope	even	damage	elastic
Dec 3	bird	size	snow	narrow	writing	delicate
Dec 6	goat	skin	seem	orange	future	decision
Dec 7	hand	skirt	spoon	butter	carriage	approval
Dec 8	nose	sleep	test	kettle	acid	experience
Dec 9	neck	slip	than	boiling	attempt	expansion
Dec 10	chin	slow	thread	distance	vessel	dependent
Dec 13	head	small	thought	angle	oven	adjustment
Dec 14	knee	smell	throat	solid	normal	interest
Dec 15	foot	smile	through	event	control	connection
Dec 16	hair	rod	thumb	fertile	engine	argument
Dec 17	comb	soap	tight	frequent	berry	chemical
Dec 20	dark	sock	tired	festa	comfort	destruction
Dec 21	long	sign	to	balance	current	harmony

WORD OF THE DAY: JANUARY

DATE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Jan 3	look	taste	tray	hollow	between	representative
Jan 4	milk	worm	trick	copy	every	competition
Jan 5	moon	wound	wire	letter	equal	industry
Jan 6	move	wood	wrong	iron	jelly	insurance
Jan 7	gold	stiff	twist	island	garden	existence
Jan 10	loud	then	use	after	almost	attraction
Jan 11	near	there	verse	collar	serious	advertisement
Jan 12	card	thick	view	circle	hearing	discovery
Jan 13	time	thin	voice	music	servant	military
Jan 14	soft	thing	with	open	metal	society
Jan 17	week	take	false	enough	profit	uncomplicated
Jan 18	walk	this	warm	other	reason	observation
Jan 19	wall	that	waste	over	receipt	offer
Jan 20	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS
Jan 21	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS
Jan 24	star	tongue	way	silver	power	political
Jan 25	talk	tooth	weight	person	prison	detain
Jan 26	true	touch	cork	reward	office	responsible
Jan 27	word	town	shade	meeting	polish	aspect
Jan 28	work	watch	shake	any	porter	secretary
Jan 31	year	train	flight	surprise	system	insist

WORD OF THE DAY: FEBRUARY

DATE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Feb 1	house	happy	thunder	division	company	precept
Feb 2	drink	able	color	digestion	behavior	operation
Feb 3	clock	dirty	daughter	government	camera	epilogue
Feb 4	glass	baby	mother	history	general	necessary
Feb 7	dress	body	father	invention	idea	monograph
Feb 8	month	pencil	sister	opposite	possible	development
Feb 9	mouth	again	brother	punishment	potato	indisposed
Feb 10	please	before	ticket	example	property	distribution
Feb 11	plate	finger	table	weather	quality	mistranscribe
Feb 14	heart	flower	love	rose	family	friend
Feb 15	floor	bottle	middle	different	regular	reproduction
Feb 16	paste	healthy	story	addition	relation	automatic
Feb 17	force	paper	picture	animal	religion	nonextended
Feb 18	front	number	reading	library	reaction	authority
Feb 21	board	answer	ready	attention	selection	intermittent
Feb 22	first	morning	offer	direction	separate	education
Feb 23	black	early	living	material	instrument	oversufficient
Feb 24	laugh	basket	very	important	discussion	EXAMS
Feb 25	chalk	river	question	agreement	opinion	EXAMS
Feb 28	group	fork	waiting	beautiful	ornament	

WORD OF THE DAY: MARCH

DATE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Mar 1	ash	cabbage	gabi	pechay	pedicab	
Mar 2	fig	lettuce	rubber	round	kundiman	
Mar 3	pea	bark	cotton	jasmine	tricycle	
Mar 4	oat	melon	water	lantana	jeepney	
Mar 7	oak	plant	ipil	sticky	secret	
Mar 8	palm	santol	barangay	juniper fruit	apparatus	
Mar 9	beet	lemon	santan		verbena	
Mar 10	fern	regret	tomato	EXAMS	talisay	
Mar 11	bean	bush	olive	EXAMS	carnation	
Mar 14	vine	wash	cashew		chestnut	
Mar 15	pine	turn	mango		comparison	
Mar 16	tree	bronze	orchid		sunflower	
Mar 17	pear	silver	spinach		maple	
Mar 18	tall	ruby	plum		barrio	
Mar 21	tea	diamond	cherry		ginger	
Mar 22	grass	gold	silk		gardenia	
Mar 28	EXAMS	EXAMS	EXAMS		EXAMS	
Mar 29	EXAMS	EXAMS	EXAMS		EXAMS	

**WORKING SYLLABUS IN COMPUTER EDUCATION**

OBJECTIVES	CONTENTS	STRATEGIES	GRADE LEVELS				
			2	3	4	5	6
Identify the computer as a machine	<ul style="list-style-type: none"> <li>➤ Use to count, +, -, x, /</li> <li>Type letters</li> <li>Draw</li> <li>Play</li> <li>➤ That cannot think for itself</li> <li>Use by people</li> </ul>	Lectures/Presentations/Hands-on					
Tell the history of computers	<ul style="list-style-type: none"> <li>➤ History of computers</li> </ul>	Lectures/Presentations/Hands-on (CAI)					
Enumerate the earliest computing device	<ul style="list-style-type: none"> <li>➤ The earliest computing device</li> </ul>	Lectures/Hands-on (CAI)					
Describe the generation of computers	<ul style="list-style-type: none"> <li>➤ Generations of Computers</li> </ul>	Lectures/Hands-on (CAI)					
Define what computer and Information (IT)	<ul style="list-style-type: none"> <li>➤ Definition of computers and Information Technology</li> </ul>	Lecture/Presentation/Hands-on (CAI)					
Describe how computers affect our lives	<ul style="list-style-type: none"> <li>➤ Baking, Work, Education, Communication, Medicines, Transportation and others</li> </ul>	Lectures/Presentation/Hands-on (CAI)					
Identify the different characteristic of a computer	<ul style="list-style-type: none"> <li>➤ Different characteristics of Computers</li> </ul>	Lectures/Hands-on					
Recognize and locate the components of a computer system and its functions	<ul style="list-style-type: none"> <li>➤ Peripheral parts of a computer</li> <li>➤ Parts of the Computer System</li> </ul>	Lectures/Hands-on/Demonstration					
Enumerate the capabilities and limitations of a computers	<ul style="list-style-type: none"> <li>➤ The limitations and capabilities of a computer</li> </ul>	Lecture/Demonstrations/Hands-on					
Differentiate hardware and software	<ul style="list-style-type: none"> <li>➤ The hardware and Software</li> </ul>	Lectures/Hands on					
Classify the two kinds of software	<ul style="list-style-type: none"> <li>➤ The Kinds of Software and its classification</li> </ul>	Lectures/Hands-on					
Classify the three functional element of the computer	<ul style="list-style-type: none"> <li>➤ The three functional elements of a computer</li> </ul>	Lectures/Hands-on/Demonstration					

Determine the different kinds of storage device	<ul style="list-style-type: none"> <li>➤ Kind, Characteristics of an Storage Device</li> </ul>	Lectures/Hands-on/Demonstration					
Identify and locate the different parts of a keyboard	<ul style="list-style-type: none"> <li>➤ Parts of a keyboard and its functions</li> </ul>	Lectures/Demonstration/Hands-on					
Discuss the different ways in taking care of your computer.	<ul style="list-style-type: none"> <li>➤ Ways How to Care Computer Properly</li> </ul>	Lectures/Demonstrations/Hands-on					
Learn to turn-on and off the computer properly	<ul style="list-style-type: none"> <li>➤ Steps in Booting the Computer</li> </ul>	Lectures/Hands-on/Demonstration					
Learn how to insert and remove the diskette from the disk drive	<ul style="list-style-type: none"> <li>➤ Steps/Procedure in Inserting and removing the diskette to its drive</li> </ul>	Lectures/Demonstrations/Hands-on					
Learn how to insert and remove the cd from the cd drive	<ul style="list-style-type: none"> <li>➤ Steps/Procedure in Inserting and removing the cd to its drive</li> </ul>	Lectures/Demonstrations/Hands-on					
Enumerate the steps/procedures in booting the computer in different drive	<ul style="list-style-type: none"> <li>➤ Procedure in booting from other drives</li> </ul>	Lectures demonstration					
Define DOS (Disk Operating System) and describe how it works	<ul style="list-style-type: none"> <li>➤ Definition of DOS</li> <li>➤ How the DOS works</li> </ul>	Lectures/Hands-on					
Identify the kinds of OS	<ul style="list-style-type: none"> <li>➤ Kinds of OS</li> </ul>	Lectures/Hands-on					
Identify and give the uses of DOS commands	<ul style="list-style-type: none"> <li>➤ Types of DOS commands</li> </ul>	Lectures/Hands-on					
Familiarize the DOS commands and its uses and functions to the system	<ul style="list-style-type: none"> <li>➤ Uses and Functions of the Most Common DOS Commands</li> </ul>	Lectures and Hands-on using the DOS-CAI					
Manipulate the keyboard and mouse with ease	<ul style="list-style-type: none"> <li>➤ Keys <ul style="list-style-type: none"> <li>Functions, Text Editing, Special, Command, Main, Cursor, Numeric and Led Status Indicator</li> </ul> </li> <li>➤ The Mouse <ul style="list-style-type: none"> <li>Types of Mouse buttons</li> <li>Clicking</li> <li>Click, hold and release</li> </ul> </li> <li>➤ Typing</li> </ul>	Lectures/Hands-on					
Familiarize with the Windows™ Environment	<ul style="list-style-type: none"> <li>➤ The Desktop Environment <ul style="list-style-type: none"> <li>Icons</li> </ul> </li> <li>➤ Start Option <ul style="list-style-type: none"> <li>Task Bar</li> </ul> </li> <li>➤ Windows Explorer</li> <li>➤ Tools and Functions</li> </ul>	Lectures/Demonstration					

<p>Open and close an application</p>	<p>➤ Accessories Calculator Paint</p>	<p>Hands-on</p>			
<p>Run Word™ application Familiarize with the toolbar Familiarize with the editing tools Create a simple word document Familiarize with opening, saving and printing Add images, use color and use shapes Use tables, charts and columns Use spell checker, thesaurus and other language tools</p>	<p>➤ Microsoft Word</p>	<p>Lectures/Hands-on</p>			
<p>Run MS EXCEL Create and Format a workbook Enter Data in a Cell/Range Create Simple Formula Copy, Save and print a workbook</p>	<p>➤ Microsoft Excel</p>	<p>Lectures/Hands-on</p>			
<p>Start Pc:verpoint from start menu Open a Powerpoint Presentation from a dialog box Create a new presentation by modifying an existing presentation Make an object appear on every slide in the presentation Change the layout of a slide Group objects Working with slides Create special text effects Adding clip art Create animated slides Run and control a slide show</p>	<p>➤ Microsoft Powerpoint</p>	<p>Lectures/Hands-on</p>			
<p>Run Internet Send journals through e-mail</p>	<p>➤ Internet</p>	<p>Lectures/Hands-on</p>			
<p>Run Adobe Pagemaker Create and Save New Document Import Text from Microsoft Word</p>	<p>➤ Pagemaker 6.5</p>	<p>Lectures/Hands-on</p>			

## List of Model of Excellence Schools as of 01 July 2004

Model of Excellence (MOE) Schools	Address
Esteban Abada ES	Veteran's Village, Quezon City
Emilio Aguinaldo ES	Punta, Sta. Ana, Manila
Quevedo-Anisca ES	Laoac, Pangasinan
Malabbac ES	Cagayan
Cupang ES	Arayat, Pampanga
Dofia Susana Madrigal ES	Binangonan, Rizal
Isidoro Suzara Memorial School	Dulangan, Puerto Galera, Mindoro
Del Rosario ES	Naga
Pandan ES	Ligao, Albay
Ligao East Central ES	Ligao, Albay
Ligao West Central ES	Ligao, Albay
Dona Victoria Dais ES	Pontevedra, Capiz
Madarag ES	San Enrique, Iloilo
Banago II ES	Bacolod
San Enrique ES	Negros Occidental
Mahalang ES	Negros Occidental
Tabugon ES	Kabankalan, Negros Occidental
Ara-al ES	Negros Occidental
Amador Dagudag ES	Dumaguete
Langtad ES	Argao, Cebu
Mactan ES	Mactan, Cebu
Lo-oc NHS	Lapu Lapu
Gun-ob ES	Lapu Lapu
Balicasag ES	Balicasag, Bohol
Bolod ES	Panglao, Bohol
Libaong ES	Panglao, Bohol
Bugsoc ES	Sierra Bullones, Bohol
Tagbilaran City CES	Tagbilaran, Bohol
Booy South ES	Bohol
Dampas ES	Bohol
Dalakit ES	Northern Samar
Cassidy ES	Carigara, Leyte
Camansi ES	Carigara, Leyte
Recodo ES	Zamboanga
Rajahmuda ES	PIKIT, North Cotabato
Crossing Rubber ES	Tupi, S Cotabato
Lemblisong ES	Tupi, S Cotabato
Governor Pelaez ES	Medina, Misamis Occidental
Pisaan ES	San Francisco, Agusan del Sur
Mate ES	San Francisco, Agusan del Sur
Nuevo Trabajo ES	San Luis, Agusan del Sur
Anislagan ES	Surigao
Martinez Community ES	Surigao
Panglima Mammah ES	Jolo, Sulu
Tapul ES	Jolo, Sulu
Bakud ES	Jolo, Sulu
Sunset ES	Tabuk, Isabela, BASILAN
Calvario ES	Isabela, BASILAN





**Books for the Barrios, Inc.**

1125 Wight Lane, Walnut Creek, CA 94598-4355  
111-108 Champagne Condo, Escriba Drive,  
Grigas Center, Pasig, Metro Manila 1605

**TITLE: MOE Monthly Report Format**

- I. Name of School
- II. Address
- III. Period of Monthly Report. Example- July Report
- IV. Name of Principal
- V. Library Update
  - A. Number of books borrowed by grade level
  - B. Titles of books read to the pupils during library class
- VI. Pupil Update- enrollment, awards, special activities, etc.
- VII. Teachers Update- Specific Feedback of Teachers- how they make teaching fun
- VIII. Computer Learning Center Update
- IX. Physical Facilities
  - A. Signages
  - B. Classrooms
  - C. Campus
  - D. Utilities
- X. Signed by the teacher who wrote the report
- XI. Checked by the Principal
- XII. Noted by the Superintendent and/or Regional Director