Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

DEPARTMENT OF EDUCATION
RELEASED
RECORDS SECTION REGIONAL OFFICE-NCR
JUL 30 2024
BY: DATE:

REGIONAL MEMORANDUM
ORD-2024-748

TO : **SCHOOLS DIVISION SUPERINTENDENTS**

FROM : **JOCELYN DR ANDAYA**
Director IV

SUBJECT : **GUIDELINES ON THE UTILIZATION OF LESSON SCRIPTS**

DATE : July 25, 2024

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1. This is in reference to the attached Memorandum dated July 19, 2024, from Gina O. Gonong, Undersecretary for Curriculum and Teaching relative to the above-captioned subject for information and appropriate action.

2. Immediate dissemination of this Memorandum is desired.

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Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

MEMORANDUM
DM-CT-2024- 248

TO : **REGIONAL DIRECTORS**
SCHOOLS DIVISION SUPERINTENDENTS
ALL OTHERS CONCERNED

FROM : **GINA O. GONONG**
Undersecretary for Curriculum and Teaching

SUBJECT : **GUIDELINES ON THE UTILIZATION OF LESSON SCRIPTS**

DATE : July 19, 2024

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1. In line with the Department of Education's (DepEd) MATATAG Agenda, particularly to **G**ive support to teachers to teach better, the Curriculum and Teaching (CT) Strand, through the Bureau of Learning Delivery (BLD), has led the development of lesson scripts.

2. The **lesson scripts** are teaching resources that shall aid teachers in the effective implementation of the following programs under the National Learning Recovery Program (NLRP):

A. Catch-Up Fridays (CUF);
B. National Reading Program (NRP); and
C. National Mathematics Program (NMP)

3. Aligned with DepEd Order (DO) No. 42, s. 2016, *Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program*, the lesson scripts are designed to help teachers bridge learning gaps through a structured approach to lesson delivery using the MATATAG Curriculum instructional design framework.

4. The lesson scripts provide a comprehensive pedagogical approach to communicating learning content, from the target learning competencies/learning objectives to using the most appropriate teaching strategies/techniques, integrating educational thrusts, i.e., Reading, Values, Health, and Peace Education, incorporating different types of formative assessments, and differentiating instruction based on learners' capabilities.

5. To ensure that quality and relevant lesson scripts are readily available for teachers' use in the forthcoming school year 2024-2025, the Regional Offices (ROs) facilitated their subsequent development and quality assurance for different grade levels and learning areas for Quarters 1 to 4.

6. To guide teachers in the utilization of lesson scripts, the following guidelines are hereby provided:

Guidelines on the Utilization of Lesson Scripts

A. Familiarization with Lesson Scripts

- Teachers shall thoroughly review the lesson scripts before their scheduled delivery to ensure an understanding of the content, structure, and objectives.
- Teachers and school heads shall collaborate in reviewing the lesson scripts and preparing for lesson delivery through collaborative expertise sessions.
- Teachers are encouraged to annotate lesson scripts with personal insights to tailor the material to their teaching styles and learner needs.

B. Adherence to Lesson Scripts

- Teachers shall ensure that lesson presentation adheres to the format and sequence outlined in the lesson scripts.
- Teachers shall maintain a balance between following the script and engaging with learners to foster an interactive learning environment.
- Teachers shall monitor learner progress and make necessary adjustments to ensure all learning competencies are met within the stipulated time frame.

C. Integration of Science of Learning

- The lesson scripts integrate the principles of the science of learning across different parts of the lesson. Therefore, teachers are encouraged to prioritize the application of these principles, including:

  i. Connecting prior knowledge with new concepts
  ii. Preparing learners for upcoming lesson content
  iii. Ensuring comprehension of lesson vocabulary and language
  iv. Developing the central idea through examples and practical applications
  v. Providing opportunities for learners to articulate their understanding through writing or discussion after engaging in practice activities
  vi. Facilitating reflection on the learning process
  vii. Assessing both content comprehension and skill development

D. Use of Teaching-Learning Resources

- Teaching-learning resources suggested in the lesson scripts shall be prepared before the delivery of the lesson with the assistance of the non-teaching personnel.

- Teachers are encouraged to use supplementary resources, as long as these resources have undergone quality assurance and are considered helpful for effective lesson delivery.

- Teachers may explore and integrate multimedia resources such as videos, interactive simulations, and online tools to enhance learners' engagement and understanding.

- Teachers are encouraged to fully utilize the MATATAG learning resources by contextualizing them, assessing their effectiveness, and innovating/creating their own teaching materials.

E. Formative Assessments

- Teachers shall utilize formative assessments to monitor learners' understanding and adjust instruction as needed.

- Teachers shall record and analyze formative assessment results to inform instructional decisions and provide targeted support to learners.

- Teachers may develop additional formative assessment tools to capture diverse aspects of learner progress.

- Teachers shall prioritize the use of authentic assessments, performance-based tasks, and other forms of formative assessments that aim to check thorough understanding of lesson concepts and their practical application in real-life situations.

F. Feedback and Reflection

- After each lesson, teachers shall reflect on the effectiveness of the lesson script, noting successes and areas for improvement.

- Teachers shall provide feedback to master teachers/department heads/school heads to aid in the continuous improvement of lesson scripts.

- Teachers shall schedule regular reflection sessions where teachers can discuss their experiences and collectively brainstorm improvements to the lesson scripts.

G. Collaboration and Sharing

- Teachers shall participate in *collaborative expertise sessions*/learning action cells to share experiences and effective strategies for utilizing the lesson scripts.

- Teachers shall establish and maintain a repository of best practices and successful strategies for using lesson scripts that all teachers can access and contribute to.

H. Flexibility and Adaptation

- While adherence to the lesson scripts is important, teachers shall remain flexible and adapt the scripts to meet the specific needs of their learners and classroom dynamics.
- Teachers may modify activities and instructional strategies as necessary to ensure all learners are engaged and learning effectively.
- Teachers shall be prepared to deviate from the lesson scripts should teachable moments arise anytime during the lesson delivery which are not indicated in the lesson scripts.
- Time allotment provided in the lesson scripts is suggestive thereby allowing teachers' flexibility based on the learners' pace and capabilities.
- Teachers shall foster a responsive teaching environment where adjustments are made in real-time based on student feedback and classroom interactions.
- Teachers shall document any modifications made to the lesson scripts and their outcomes to inform future lesson planning and script development.

7. The access link for the lesson scripts shall be disseminated via an advisory. Additionally, they will be available on the DepEd Learning Resource (LR) Portal and the Learning Management System (LMS).

8. The CT Strand, through the BLD and the Curriculum and Learning Management Division (CLMD) of the RO and Curriculum Implementation Division (CID) of the schools division office (SDO), shall conduct regular monitoring and evaluation on the utilization of lesson scripts for the CUF, NRP, and NMP.

9. Field offices shall provide feedback on the utilization of lesson scripts to the CT Strand through the BLD, highlighting their strengths and areas for improvement and suggesting modifications or additional resources that could enhance the effectiveness of these lesson scripts.

10. For inquiries or clarifications, please contact the BLD, through the Office of the Director at telephone number (02) 8637-4346 or 8637-4347 or by email at bld.od.@deped.gov.ph.

11. For information and compliance.

Enclosure 1

Parts of the Teaching-Learning Procedures in Lesson Scripts

The following are the parts of the teaching-learning procedures in lesson scripts:

A. Before the Lesson

1. **Activating Prior Knowledge**
   - This is the lesson part where the lesson is connected with learners' prior knowledge.

2. **Lesson Purpose / Intention**
   - This is the lesson part where learners are motivated to engage with the new lesson and establish a reason for learning. The lesson targets are presented in this part.

3. **Lesson Language Practice/Unlocking of Difficulties**
   - This is the lesson part where unfamiliar words or phrases that might pose difficulties for learners are identified and their meanings are unlocked.

B. During Lesson Proper

1. **Reading the Key Idea / Stem**
   - This is the lesson part where the key idea of the lesson or reading text is read and explained.

2. **Developing Understanding of the Key Idea/Stem**
   - This is the lesson part where a set of questions or appropriate tasks is used to explore the key idea or reading text.

3. **Deepening Understanding of the Key Idea/Stem**
   - This is the lesson part where more complex questions or tasks related to the key idea/reading text are presented and in case of Catch-Up Fridays, reading comprehension, health, values, and peace education are integrated.

C. After the Lesson

1. **Making Generalizations and Abstractions**
   - This is the lesson part where the lesson is concluded by asking questions or providing a task that helps learners crystallize their understanding and demonstrate their skills.

2. **Evaluating Learning**
   - This is the lesson part where the learning objectives are assessed to determine whether they have been met using various appropriate

assessment methods, including higher-order thinking skills (HOTS) and 21st-century skills.

3. **Additional Activities for Application or Remediation (if applicable)**
   - This is the lesson part where enrichment or remedial activities based on learners' needs are provided.

D. Remarks

- This is the lesson part where any special cases, such as the need to continue the lesson the next day due to re-teaching or lack of time, or the transfer of the lesson due to class suspension, are documented. Any adjustments or deviations from the intended lesson and the reasons behind them shall be noted in this part.

E. Reflection

- This is the lesson part where personal thoughts and feelings about the lesson are shared. What was successfully implemented, what needs improvement, and what could be adjusted in the future are reflected here. These reflections shall be used by teachers as inputs for Learning Action Cell (LAC) or Collaborative Expertise sessions to share insights and strategies with their colleagues.