



Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Region VII, Central Visayas  
**SCHOOLS DIVISION OF NEGROS ORIENTAL**  
www.depednegor.net

August 29, 2019

DIVISION MEMORANDUM  
NO. 152, s. 2019

**UTILIZATION OF THE DIVISION INITIATED CONTEXTUALIZED KINDERGARTEN BLOCKS OF TIME**

**TO: Asst. Schools Division Superintendents  
Chiefs, CID & SGOD  
Division Education Program Supervisor/Division Coordinator  
PSDSs/ DICs  
SEPS/EPS  
Public Elementary School Heads  
All Others Concerned**

1. This Office through the Curriculum Implementation Division (CID) requires the District Supervisors/ DICs and School Heads to monitor their respective Kindergarten classes using the classroom observation tools (as attached). Appropriate intervention/ technical assistance can be given to improve teachers' and pupils' performance.
2. Regional and Division Monitoring Team will look for class observations using these Tools during their visits on September 14-18, 2019.
3. Quarterly Report using the monitoring tool provided must be submitted to the Division office as basis for technical assistance.
4. Attached is the Regional Memo # 0304 s. 2019 with the attachments.
5. For immediate dissemination of, and compliance with this Memorandum is desired.

WILFREDA D. BONGALOS, Ph. D., CESO V  
Schools Division Superintendent

8/29/19

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**GUIDELINES ON THE UTILIZATION OF  
CDNTEXTUALIZED KINDERGARTEN BLOCKS OF TIME**

1. The utilization of Contextualized Kindergarten Blocks of Time (CKBT) shall commence effective June of this school year 2019-2020.
2. Kindergarten teachers shall be provided with hard copies of the CKBT, R7-KF2 or Kindergarten Daily Log and R7-KF3 or Forms for Modification by their respective school heads who received the soft copies of CKBT and other forms from the Division Supervisors in Kindergarten. Reproduction of hardcopies may be done one time or every quarter.
3. CKBT must be printed out and be kept/compiled in a folder. In no case should Kindergarten teachers use soft copies.
4. With the CKBT, all the activities to be done from Arrival Time to Dismissal Routine are already indicated hence the teachers will just have to write down the date when the topics are taught, week number and put a check mark on the column for the corresponding day on the R7-Kindergarten Form 2 or the Kindergarten Daily Log (KDL).
5. The reflection portion of KDL shall be done at least once a week preferably every Friday. All the information asked must be filled in properly and must serve as guide or basis of the teachers in the preparation of appropriate intervention or remedial action for the learners needing it. Likewise, this portion will also serve as reference of school heads and supervisors for provision of technical assistance.
6. Activities, songs, rhymes, stories, games and the like are already indicated but these don't limit the teachers from introducing new ones which are developmentally appropriate and relevant for the learners setting. Whenever there are opportunities, they are encouraged to improve/localize the activities and materials. If so, they shall use and fill in R7-KF3.
7. School Heads shall use R7-KF4 or Classroom Observation Tool when they observe Kindergarten classes. Other forms such as R7-KF5, R7-KF6, and R7-KF7 shall be done once every quarter only.



REPUBLIKA NG PILIPINAS  
REPUBLIC OF THE PHILIPPINES  
KAGAWARAN NG EDUKASYON  
DEPARTMENT OF EDUCATION  
REHIYON VII, GITNANG VISAYAS  
REGION VII, CENTRAL VISAYAS  
Sudlon, Lahug, Cebu City



REGIONAL MEMORANDUM  
No. 0304 s. 2019

JUN 06 2019

**UTILIZATION OF THE CONTEXTUALIZED KINDERGARTEN BLOCKS OF TIME**

To: **SCHOOLS DIVISION SUPERINTENDENTS**

1. This Office through the Curriculum and Learning Management Division (CLMD) requires all Schools Division Offices to utilize the Contextualized Kindergarten Blocks of Time and its corresponding monitoring tools and forms, effective school year 2019-2020, thereby ending the burden of preparing the Daily Lesson Plan or Blocks of Time.
2. This initiative aims to:
  - a. lessen the workloads of kindergarten teachers specifically on the preparation of daily plan which is the blocks-of-time;
  - b. provide teachers ample time to prepare the bulk of instructional materials needed in the play-based activities and to focus on doing their primary job which is to teach;
  - c. guide school heads in monitoring kindergarten classes so that effective technical assistance can be given; and
  - d. ensure that kindergarten learners will receive quality basic educational services that they deserve.
3. School heads should monitor the Kindergarten classes using the classroom observation tool provided (see enclosures). Eventually, appropriate technical assistance can be given to improve teachers' and pupils' performance. Likewise, school heads are encouraged to allocate equitable amount from school MOOE to be used for the reproduction of the contextualized kindergarten blocks-of-time, instructional materials and activity sheets.
4. Schools Division Supervisors and Public Schools District Supervisors should provide technical assistance to school heads and teachers based on the result or data gathered using the monitoring tool, to ensure the delivery of quality basic educational services to kindergarten learners.
5. Quarterly Report utilizing the monitoring tool provided must be submitted to this office (a week after each quarter conference) as part of monitoring of its implementation and as basis for provision of technical assistance and future enhancement of the kindergarten blocks of time.

Office of the Director (ORDr), Tel. Nos.: (032) 231-1423; 231-1309; 414-7799; 414-7325. Office of the Assistant Director, Tel. No.: (032) 255-1542  
Field Technical Assistance Division (FTAD), Tel. Nos.: (032) 414-7324. Curriculum Learning Management Division (CLMD), Tel. Nos.: (032) 214-7523  
Quality Assurance Division (QAD), Tel. Nos.: (032) 231-1071. Human Resource Development Division (HRDD), Tel. No.: (032) 255-9039  
Education Support Services Division (ESSD), Tel. No.: (032) 254-7062. Planning, Policy and Research Division (PPRD), Tel. Nos.: (032) 231-9030,  
414-7065. Administrative Division, Tel. Nos.: (032) 414-7326; 414-4367; 414-7366; 414-7322; 414-4367  
Finance Division, Tel. Nos.: (032) 256-2373; 253-8061; 414-7322


*"EPA 2015: Kawapatan ng Lahat, Pananagutan ng Lahat"*

6. The following are hereto attached:

- a. Guidelines and procedures in the utilization of the Kindergarten Blocks of Time
- b. R7-KF2 - Kindergarten Daily Log Sheet
- c. R7-KF3 - Contextualized Kindergarten Blocks-of-Time Modification/Changes
- d. R7-KF4 - Classroom Observation Tool
- e. R7-KF5 - Summary of Classroom Observation: School
- f. R7-KF6 - Summary of Classroom Observation: District
- g. R7-KF7 - Summary of Classroom Observation: Division

7. Immediate dissemination of, and compliance with this Memorandum is directed.

  
SALUSTIANO T. JIMENEZ, LL.B. CESOV  
DIRECTOR III

JULIET A. JERUTA PH.D. CESO IV  
Director IV   
Regional Director

JAJ/SAJ/MJC/ogg  
CLMD'19

**GUIDELINES ON THE UTILIZATION OF  
CONTEXTUALIZED KINDERGARTEN BLOCKS OF TIME**

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5. The reflection portion of KDL shall be done at least once a week preferably every Friday. All the information asked must be filled in properly and must serve as guide or basis of the teachers in the preparation of appropriate intervention or remedial action for the learners needing it. Likewise, this portion will also serve as reference of school heads and supervisors for provision of technical assistance.
6. Activities, songs, rhymes, stories, games and the like are already indicated but these don't limit the teachers from introducing new ones which are developmentally appropriate and relevant for the learners setting. Whenever there are opportunities, they are encouraged to improve/localize the activities and materials. If so, they shall use and fill in R7-KF3.
7. School Heads shall use R7-KF4 or Classroom Observation Tool when they observe Kindergarten classes. Other forms such as R7-KF5, R7-KF6, and R7-KF7 shall be done once every quarter only.

R7-KF2 - Kindergarten Daily Lesson Log

Date	Week No.	Day	(/)	REFLECTION	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.
		1		A. No. of learners who earned 80% in the evaluation.	
		2		B. Learners who require additional activities for remediation.	
		3		C. Did the remedial lessons work? Learners who have caught up with the lesson.	
		4		D. Learners who need remediation.	
		5		E. Learners who need accommodation.	
Value Focus:				F. Which of my teaching strategies worked well? Why did these work?	
				G. What difficulties did I encounter which my principal or supervisor can help me solve?	
				H. What innovation or localized materials did I use/discover which I wish to share with other teachers?	
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		2		B. Learners who require additional activities for remediation.	
		3		C. Did the remedial lessons work? Learners who have caught up with the lesson.	
		4		D. Learners who need remediation.	
		5		E. Learners who need accommodation.	
Value Focus:				F. Which of my teaching strategies worked well? Why did these work?	
				G. What difficulties did I encounter which my principal or supervisor can help me solve?	
				H. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

**R7-KF3 -- Enhancement/Modification of CKBT**

<b>BLOCK</b> (Specify what block/s is/are enhanced?)	<b>Details of Enhancements Made</b> (Songs, stories, activities, games, with the corresponding materials and procedure must be written here)	<b>REMARKS</b> (Cite reasons for enhancements/changes)

Prepared by: \_\_\_\_\_

Noted: \_\_\_\_\_

**R7-KF4 – Classroom Observation Tool**

**OBSERVATION TOOL**

(to be used by the SH during classroom observation)

Date: \_\_\_\_\_ Time Started: \_\_\_\_\_ Time Finished: \_\_\_\_\_

Language of instruction Used: \_\_\_\_\_

Observer: \_\_\_\_\_ Teacher Observed: \_\_\_\_\_

Directions: Put a check on the appropriate column if the behavior/activities are evident, then rate the teachers' performance level.

Legend: (NI) – Needs improvement (G) – Good (B) – Better (Bt) – Best

BLOCKS OF TIME	Put check observed	Performance Level			
		NI	G	B	Bt
<b>ARRIVAL TIME</b>					
The teacher welcomes the children as they arrive.					
The teacher engages the children in conversation.					
Children engage in conversation with classmates and the teacher.					
Routines and activities are in place upon arrival.					
Check those observed: <input type="checkbox"/> Attendance Chart <input type="checkbox"/> Job Chart <input type="checkbox"/> Signing-in <input type="checkbox"/> Others					
Children internalized arrival routines.					
Children engage in free play.					
<b>MEETING TIME 1</b>					
Check those observed:					
<input type="checkbox"/> Community Greeting <input type="checkbox"/> Daily message <input type="checkbox"/> Attendance check					
<input type="checkbox"/> Teaching with the calendar <input type="checkbox"/> Going through the day's schedule					
<input type="checkbox"/> Weather graph <input type="checkbox"/> Others:					
Provide opportunities for children to share their stories, experiences and opinions.					
Teacher draws from children the message of the day					
Concepts previously introduced are discussed and connected to the new concept.					
<b>WORK PERIOD 1</b>					
All tasks, instructions and the concepts are explained.					
TS and IAs are Developmentally Appropriate.					
The teacher conducts the TS and rotates children through the teacher-supervised tasks.					
Children work on the IAs in small groups.					
Activities are done in a given time.					
Higher Order Thinking Questions are asked.					
The teacher goes around different groups of children to observe and process their activities.					
The teacher notes down observations.					
<b>MEETING TIME 2</b>					
The teacher asks questions (HOTS) about children's work during Work Period.					
Children are given time to talk about their work and output.					
The teacher wraps-up the activity.					
<b>RECESS AND QUIET TIME</b>					
Interaction and free conversation between teachers and learners and among learners are evident.					
Children exhibit self-help skills.					
The teacher sets the mood for children to relax and rest.					
The teacher gives choices as to how children may spend Quiet Time.					
<b>STORY TIME</b>					
One of the following is used: Big book, Regular picture book, Song, Poem/rhyme, Wordless book, DIORAMA, PICTURES, MULTI-MEDIA					
Before reading activities like Vocabulary building, Activation of prior knowledge, and Setting a purpose for listening are evident.					
The teacher reads/tells the story, poem, and others.					



Check what is observed: Modelled Reading _____ Guided Reading _____							
Shared Reading _____ Independent Reading _____ Application _____							
Story is developmentally and culturally appropriate.							
HOTS questions are asked.							
A few think-aloud questions that modeled thinking about the story are asked							
Children are engaged during storytelling.							
Discussion of the story sounds natural and conversational.							
The children are given opportunity to ask questions about the story.							
<b>WORK PERIOD 2</b>							
Tasks, instructions and concepts are explained.							
TS and IAs are Developmentally Appropriate.							
The teacher conducts the TS and rotates children through the teacher-supervised tasks.							
Children work on the IAs in small groups.							
Activities are done in a given time.							
Higher Order Thinking Questions are asked.							
The teacher goes around different groups of children to observe and process their activities.							
The teacher notes down observations.							
Numeracy Skills are developed.							
<b>Indoor Outdoor</b>							
Safety is ensured during play or movement activity.							
Instruction is given before play.							
<b>Meeting time 3</b>							
Questions about the day's activities tackled by the learners are asked.							
Teachers wraps up the day's activity.							
Teacher dismisses learners with happy disposition.							
<b>Transitions</b>							
Successful transition to the next activity is ensured.							
Transitions prepare the learners and connect one block to the next block.							
The teacher uses ukulele as accompaniment in the transition songs.							
<b>OTHERS</b>							
Varied/Audio-visual materials/ ICT materials are used.							
Provides clear transitions between activities.							
Includes informal assessment of lesson's learning outcomes.							
Adapts smoothly to problems during lesson.							
Uses appropriate words to strengthen retention and interest.							
Utterances reflects respect and sensitivity to diverse learners.							
Encourages learners to asked questions.							
Classroom is conducive to learning.							
The following domains are developed: (Please check)							
<input type="checkbox"/> Oral language <input type="checkbox"/> Listening comprehension <input type="checkbox"/> Alphabet knowledge							
<input type="checkbox"/> Attitude towards Language, Literacy and Literature knowledge <input type="checkbox"/> Book and print							
<input type="checkbox"/> Phonological awareness <input type="checkbox"/> Composing <input type="checkbox"/> Vocabulary							
<input type="checkbox"/> Study skills							

What part of the lesson/activities need improvement or revision?

\_\_\_\_\_

\_\_\_\_\_

Recommendations/Suggestions:

\_\_\_\_\_

\_\_\_\_\_

Observed by: \_\_\_\_\_

**SCHOOL SUMMARY: CLASS OBSERVATION**

(To be prepared by the SH every end of the month)

Legend: (NI) – Needs Improvement (G) – Good (B) – Better (Bt) – Best

BLOCKS OF TIME	# of T Observed	Performance Level			
		NI	G	B	Bt
<b>ARRIVAL TIME</b>					
The teacher welcomes the children as they arrive.					
The teacher engages the children in conversation.					
Children engage in conversation with classmates and the teacher.					
Routines and activities are in place upon arrival.					
Check those observed: <input type="checkbox"/> Attendance Chart <input type="checkbox"/> Job Chart <input type="checkbox"/> Signing-in <input type="checkbox"/> Others					
Children internalized arrival routines.					
Children engage in free play.					
<b>MEETING TIME 1</b>					
Check those observed:					
Community Greeting <input type="checkbox"/> Daily message <input type="checkbox"/> Attendance check <input type="checkbox"/>					
Teaching with the calendar <input type="checkbox"/> Going through the day's schedule <input type="checkbox"/>					
Weather graph <input type="checkbox"/> Others: _____					
Provide opportunities for children to share their stories, experiences and opinions.					
Teacher draws from children the message of the day					
Concepts previously introduced are discussed and connected to the new concept					
<b>WORK PERIOD 1</b>					
All tasks, instructions and the concepts are explained.					
TS and IAs are Developmentally Appropriate.					
The teacher conducts the TS and rotates children through the teacher-supervised tasks.					
Children work on the IAs in small groups.					
Activities are done in a given time.					
Higher Order Thinking Questions are asked.					
The teacher goes around different groups of children to observe and process their activities.					
The teacher notes down observations.					
<b>MEETING TIME 2</b>					
The teacher asks questions (HOTS) about children's work during Work Period.					
Children are given time to talk about their work and output					
The teacher wraps-up the activity.					
<b>RECESS AND QUIET TIME</b>					
Interaction and free conversation between teachers and learners and among learners are evident.					
Children exhibit self-help skills.					
The teacher sets the mood for children to relax and rest.					
The teacher gives choices as to how children may spend Quiet Time.					
<b>STORY TIME</b>					
One of the following is used: Big book, Regular picture book, Song, Poem/rhyme, Wordless book, DIORAMA, PICTURES, MULTI-MEDIA					
Before reading activities like Vocabulary building, Activation of prior knowledge, and Setting a purpose for listening are evident.					
The teacher reads/tells the story, poem, and others.					
Check what is observed: Modelled Reading _____ Guided Reading _____					
Shared Reading _____ Independent Reading _____ Application _____					
Story is developmentally and culturally appropriate.					
HOTS questions are asked.					
A few think-aloud questions that modeled thinking about the story are asked					

Children are engaged during storytelling.					
Discussion of the story sounds natural and conversational.					
The children are given opportunity to ask questions about the story.					
<b>WORK PERIOD 2</b>					
Tasks, instructions and concepts are explained.					
TS and IAs are Developmentally Appropriate.					
The teacher conducts the TS and rotates children through the teacher-supervised tasks.					
Children work on the IAs in small groups.					
Activities are done in a given time.					
Higher Order Thinking Questions are asked.					
The teacher goes around different groups of children to observe and process their activities.					
The teacher notes down observations.					
Numeracy Skills are developed.					
<b>Indoor Outdoor</b>					
Safety is ensured during play or movement activity.					
Instruction is given before play.					
<b>Meeting time 3</b>					
Questions about the day's activities tackled by the learners are asked.					
Teachers wraps up the day's activity.					
Teacher dismisses learners with happy disposition.					
<b>Transitions</b>					
Successful transition to the next activity is ensured.					
Transitions prepare the learners and connect one block to the next block.					
The teacher uses ukulele as accompaniment in the transition songs.					
<b>OTHERS</b>					
Varied/Audio-visual materials/ ICT materials are used					
Provides clear transitions between activities.					
Includes informal assessment of lesson's learning outcomes.					
Adapts smoothly to problems during lesson.					
Uses appropriate words to strengthen retention and interest.					
Utterances reflects respect and sensitivity to diverse learners.					
Encourages learners to asked questions.					
Classroom is conducive to learning.					
The following domains are developed: (Please check)					
<input type="checkbox"/> Oral language <input type="checkbox"/> Listening comprehension <input type="checkbox"/> Alphabet knowledge					
<input type="checkbox"/> Attitude towards Language, Literacy and Literature <input type="checkbox"/> Book and print knowledge					
<input type="checkbox"/> Composing <input type="checkbox"/> Vocabulary <input type="checkbox"/> Phonological awareness					
<input type="checkbox"/> Study skills					
Focus of Technical Assistance to be Given to the Teachers during Monthly LAC Session:					
_____					
_____					
Technical Assistance Needed by the School Head from PSDS:					
_____					
_____					
_____					

Prepared by: \_\_\_\_\_

**DISTRICT SUMMARY: CLASS OBSERVATION**

(To be prepared by the PSDS every end of the month)

Legend: (NI) – Needs Improvement (G) – Good (B) – Better (BT) – Best

BLOCKS OF TIME	# of Teachers Observed	# of Teachers who are Performing			
		NI	G	B	BT
<b>ARRIVAL TIME</b>					
The teacher welcomes the children as they arrive.					
The teacher engages the children in conversation.					
Children engage in conversation with classmates and the teacher.					
Routines and activities are in place upon arrival.					
Check those observed: <input type="checkbox"/> Attendance Chart <input type="checkbox"/> Job Chart <input type="checkbox"/> Signing-in <input type="checkbox"/> Others					
Children internalized arrival routines.					
Children engage in free play.					
<b>MEETING TIME 1</b>					
Check those observed: Community Greeting <input type="checkbox"/> Daily message <input type="checkbox"/> Attendance check <input type="checkbox"/> Teaching with the calendar <input type="checkbox"/> Going through the day's schedule <input type="checkbox"/> Weather graph <input type="checkbox"/> Others: _____					
Provide opportunities for children to share their stories, experiences and opinions.					
Teacher draws from children the message of the day					
Concepts previously introduced are discussed and connected to the new concept.					
<b>WORK PERIOD 1</b>					
All tasks, instructions and the concepts are explained.					
TS and IAs are Developmentally Appropriate.					
The teacher conducts the TS and rotates children through the teacher-supervised tasks.					
Children work on the IAs in small groups.					
Activities are done in a given time.					
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<b>RECESS AND QUIET TIME</b>					
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<b>STORY TIME</b>					
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Before reading activities like Vocabulary building, Activation of prior knowledge, and Setting a purpose for listening are evident.					
The teacher reads/tells the story, poem, and others.					
Check what is observed: Modelled Reading _____ Guided Reading _____ Shared Reading _____ Independent Reading _____ Application _____					
Story is developmentally and culturally appropriate.					

HOTS questions are asked				
A few think-aloud questions that modeled thinking about the story are asked				
Children are engaged during storytelling.				
Discussion of the story sounds natural and conversational.				
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<b>WORK PERIOD 2</b>				
Tasks, instructions and concepts are explained.				
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Transitions prepare the learners and connect one block to the next block.				
The teacher uses ukulele as accompaniment in the transition songs.				
<b>OTHERS</b>				
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Classroom is conducive to learning.				
The following domains are developed: (Please check)				
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<input type="checkbox"/> Composing <input type="checkbox"/> Vocabulary				
<input type="checkbox"/> Phonological awareness <input type="checkbox"/> Study skills				

Focus of Technical Assistance to be Given to the School Heads:

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Technical Assistance Needed by the PSDS from the Division EPS:

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Prepared by: \_\_\_\_\_