



Republic of the Philippines
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National Capital Region
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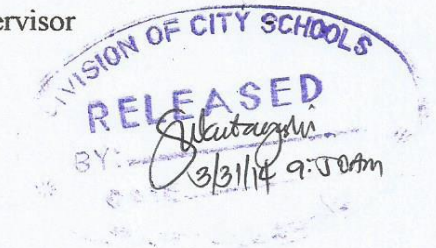


MEMORANDUM


TO: Asst. Schools Division Superintendent
Education Program Supervisors/Public Schools District Supervisor
Principals, Public Elementary Schools

SUBJECT: **1st KINDERGARTEN SUMMER CAMP**

DATE: March 28, 2014



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1. Enclosed is Unnumbered Memorandum dated March 21, 2014 regarding the “**1st Kindergarten Summer Camp,**” contents of which is self-explanatory, for the information and guidance of all concerned.
 2. Particular attention is invited to paragraphs nos. 6, 7 and 8 for more details.
 3. For clarification purposes, the Kindergarten Catch Up Education Program(KCEP) is different from the 1st Kindergarten Summer Camp, which the participants to the said camp are the following:
 - Kindergarten teachers
 - Kindergarten pupils who got low score in SREYA assessment.
 4. The Schools are expected to implement the “**1st KINDERGARTEN SUMMER CAMP**” on April 14 to 25, 2014. It is a 10 days learning and fun for teachers and children.
 5. School heads are advised to give support for teachers and pupils like food, supplies, materials and transportation allowance of Php. 50.00/day for teachers chargeable against school local funds or MOOE.
 6. Immediate dissemination of this **Memorandum** is desired


EVANGELINE P. LADINES, CESO VI
Schools Division Superintendent



Republika ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON
(DEPARTMENT OF EDUCATION)
PAMBANSANG PUNONG REHIYON
(NATIONAL CAPITAL REGION)
Daang Misamis, Bago Bantay, Lungsod Quezon City
(Misamis St., Bago Bantay, Quezon City)

Department of Education
National Capital Region
RECORDS AND PUBLICATION UNIT

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By: _____
Date: _____
2114

MEMORANDUM

FROM : PONCIANO A. MENGUITO
Schools Division Superintendent
Officer-In-Charge
Office of the Assistant Regional Director

TO : SCHOOLS DIVISION SUPERINTENDENTS

SUBJECT : 1ST KINDERGARTEN SUMMER CAMP

DATE : March 21, 2014

DIVISION OF CITY SCHOOLS
RECEIVED
By: Joseph
Date: 24 MAR 2014
Time: 2:00pm
MANDALUYONG

1. Pursuant to Republic Act No. 10157 "An Act Institutionalizing The Kindergarten Education Into The Basic Education System And Appropriating Funds Therefor" and DepEd Order No. 32, s. 2012 "Implementing Rules and Regulations of RA 10157", the Elementary Education Division will launch the **1st Kindergarten Summer Camp**.
2. The activity aims to:
 - a. provide the kindergarten children with reinforcement exercises to develop the foundational skills in reading and numeracy
 - b. build children's confidence
 - c. encourage them to see learning as both enjoyable and useful.
3. The participants are the following:

Division Supervisor In Charge of Kindergarten
Kindergarten Teachers
Kindergarten pupils who got low score in SReYA
4. The Division/School will prepare the schedule of their camp games and activities with the minimum duration of one week between April 7-30, 2014 and will submit the action plan and indicative program of activities on April 1, 2014. The Divisions are expected to implement the 1st Kindergarten Summer Camp from April 7-30, 2014 only.
5. Documentation of the said activity shall be done in hard and soft copies, to be submitted to Ms. Jingle L. Sergote, Education Program Supervisor II, Elementary Education Division **on or before May 5, 2014**.
6. Attached is the Assessment Tool on Kindergarten Foundational Skills Performance Level.

7. Food, materials and administrative expenses shall be chargeable to MOOE/canteen funds/local funds.
8. Furthermore, the chair, steering committee, trainers, facilitators, and support staff may be awarded one-day service credit or compensatory time off, whichever may apply, for each day's attendance by the Regional/Division Office.
9. For further clarifications, please contact **Ms. Jingle L. Sergote**, Education Program Supervisor II, Elementary Education Division, Department of Education, National Capital Region at telephone number 929-4231 / 921-3953.
10. Immediate and wide dissemination of this Memorandum, is desired.

KINDERGARTEN FOUNDATIONAL SKILLS PERFORMANCE LEVEL
(adapted from Early Childhood Policy, 2006)

| ASSESSMENT TOOL | MINIMAL | SOME | ALL |
|---|---|--|--|
| Oral Language | <p>Student can repeat simple sentences of three words.</p> <p>For example: I can jump</p> | <p>Student can repeat sentences of four-to-six words</p> <p>For example: She is riding her bike</p> | <p>Student can repeat sentences of more than six words with increasingly more complex sentence structures</p> <p>For example: The bird flew to the top of the tree</p> |
| Concepts About Print | <p>Student can demonstrate a few print concept skills (0-3).</p> <p>*Shows the front and back of a book *Points to the beginning of sentence *Moves finger from left to right under the print as the words are being read</p> | <p>Student can demonstrate additional print concept skills (4-12).</p> <p>*Tracks print with finger from one line of text to another *Points to individual words as they are being read *Identifies a period *Identifies a question mark</p> | <p>Student can read and demonstrate all print concept skills within text (13-16).</p> <p>*Points to one letter in a word *Points to two letters in a word *Points to one word *Points to two words *Points to first and last letter in a word *Points to a capital letters</p> |
| Phonemic Awareness | <p>Student can recognize if two words rhyme or don't rhyme.</p> | <p>Student can hear pairs of rhyming words and say another rhyming word.</p> <p>*Student can look at three pictures and identify the two that begin with the same sound.</p> | <p>Student can blend the sounds of a word when given parts of the word.</p> <p>For example: The teacher says /m/ /an/. The student responds with man.</p> |
| Letter Identification | <p>Student can name 0-14 letters of the alphabet (letters in own name and a few other letters)</p> | <p>Student can name some (15-45) letters of the alphabet. (Upper case letter recognition generally proceeds recognizing lower case letters.)</p> | <p>Student can name the lower and upper case letters of the alphabet.</p> |
| Hearing and Recording Sounds (Phonics) | <p>Student can write 0-3 letters that represent beginning sounds of words from a dictated sentence.</p> | <p>Student can write 4-12 letters that represent beginning and ending sounds of words from a dictated sentence.</p> | <p>Student can write 13-15 letters that represent beginning, middle, and ending sounds of words from a dictated sentence.</p> |
| Word Recognition | <p>Student can recognize a few (1-4) sight words.</p> <p>For example: I, a, go.</p> | <p>Student can recognize some (5-18) basic sight words.</p> <p>For example: see, said, look, we, my.</p> | <p>Student can automatically read 19-25 (or more) basic sight words.</p> <p>For example: come, here, this.</p> |