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**APPLYING LITERATURE-BASED AND PLAY-BASED APPROACH
ACCOMPANIED BY NON-PROJECTED INSTRUCTIONAL MATERIALS IN A
CHILD DEVELOPMENT CENTER**

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Acceptance Page

This special/capstone project prepared by **SHELLA MAY M. MENDOZA** with the title: “**APPLYING LITERATURE-BASED AND PLAY-BASED APPROACH ACCOMPANIED BY NON-PROJECTED INSTRUCTIONAL MATERIALS IN A CHILD DEVELOPMENT CENTER**” is hereby accepted by the Faculty of Education, U.P. Open University, in partial fulfillment of the requirements for the degree of Bachelor of Education Studies.

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Biographical Sketch

The author, Shella May Moral Mendoza, was born on the 23rd of May year 2001, in San Juan Metro Manila, but grew up in Polillo, Quezon. She is the second child of Mr. Michael R. Mendoza and Mrs. Maureen M. Mendoza. She has two siblings, Wendell, the eldest son and Julianna Ericka, the youngest daughter in the family.

She is an online distance learner under the Bachelor of Education Studies program at the University of the Philippines Open University, majoring in instructional design. Her journey in secondary education is marked by strong leadership and a dedication to service. Throughout high school, she served as a Supreme Student Government (SSG) officer and achieved a District SSG President title for her last service. She graduated with high honors under the General Academic Strand in Sabang National High School, Polillo, Quezon. On the other hand, her early education was spent in Banlic Elementary School in Cabuyao, Laguna and graduated in Sabang Elementary School in Polillo, Quezon.

As an avid reader and artist, she finds inspiration in literature. Her favorite among them was a children's story authored by Antoine de Saint-Exupery, "The Little Prince" which perfectly resonates with her teaching philosophy. She believes in the unique potential and imaginative nature of every child, similar to the constructivists, Lev Vygotsky, John Dewey, and Jean Piaget. This belief fuels her dedication to fostering a nurturing and creative learning environment.

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Abstract

This project explores an innovative, cost-effective approach to improving early childhood development in a resource-limited daycare center in Polillo Islands, Quezon, Philippines. A needs assessment revealed key development delays in cognitive, socio-emotional, and motor skills of children enrolled in the center, largely due to inadequate funding and infrastructure. In response, this initiative introduced a flexible, Play-based and Literature-based instructional plan accompanied by handcrafted, recycled teaching aids. Pilot testing showed promising results, with increased child engagement and participation, making learning fun, focused, and accessible. Even though challenges in complex topics delivery emerged, this project demonstrates how resourceful, locally tailored solutions can overcome educational barriers and support essential childhood development and growth.

Keywords: Early Childhood Development; Play-based education; Literature-based approach; Non-projected Instructional materials; Resource-limited center; ADDIE

I. INTRODUCTION

Child development centers hold a valuable part in the early development of children especially to their cognitive, social, motor skills and language development (Armeccin et al., 2006). Although the establishment of child development centers is not enough. Quality instructions and resources used in centers are also crucial for child development especially for those who have limited access to it (Lohmander, 2017). The problem is that not all of the child development centers are funded well to produce quality materials for the children's development. This is one of the issues identified in EDCOM 2's (2024) report affecting the quality of education in the Philippines for Early Childhood Care Education. There are cases of lack of funds and delays in releasing funds hindering the progress of the child development center (Armeccin et al., 2006) and mostly in financing mechanisms (EDCOM 2, 2024). Therefore this project aims to achieve a cost-effective approach in providing developmental experience in the child development centers, while the center aims to achieve issues on funds and financing mechanisms. The project will seek to leverage on the use of interactive non-projected instructional materials for the routine sessions in Paubay Child Development Center, designed based on the suggested lessons in the National Early Learning Framework (NELF) and aligned with the curriculum prescribed for children aged 3.11-4.11 years old up to 5.1 years old with activities designed using literature and play-based approach, in order to provide the children with engaging and enriching learning experience.

Executive Summary

In early childhood education, there are many factors affecting the development of child learners, this includes teaching approaches, parent's involvement and even a child's nutrition. Thus, this special project aims to provide a plausible approach to a daycare child development center that would mitigate a pressing issue affecting the children's development.

The chosen child development center for this special project is located in one of the Provinces of Quezon, Polillo Islands. A Barangay Child development Center was chosen and examined through a needs assessment survey conducted to identify which issue has the biggest impact on the learning needs and development of children in cognitive, gross motor, fine motor, socio-emotional, receptive language, reflective language, and self-help domains. The needs and learning assessment showed the insufficiency of the developmental progress of children in these domains especially in socio-emotional, cognitive and gross motor domains. Aspects affecting these domains were examined and problems with electricity and their facility due to the lack and delay of funds were the leading cause of the issue with the children's progress in the mentioned domains. This issue was also identified in EDCOM 2's (2024) report as one of the leading issues affecting the quality education in the Philippines Early Childhood Care Education.

With the issue at hand, the special project is set to propose a plan of action to set a pilot approach in mitigating the issue in insufficient and delayed funds that in turn will lessen its effect on the development of children in the child development center. The chosen approach for this special project aims to be cost effective and flexible

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adapting to the child development center's circumstances. Thus, a literature-based and Play-based approach were suggested to be utilized together with Non-projected teaching aids made from recycled materials following the ADDIE model of instructional design. The undergraduate student makes use of the available materials in the child development center and recyclable materials such as use cardboards to create Non-projected Instructional materials or teaching aids. Big books, rolling storyboards, flash cards and other manipulatives were crafted. The activities were also based on the available materials while also considering the developmental domains that the children need to develop at their age.

A three session pilot testing of lessons and activities were conducted after the development phase to test the effectiveness of the approaches. The session encountered minor challenges during the implementation phase such as encouraging some children's participation, teacher's consistency in following the instructional plan, time constraints to schedule the pilot implementation of the instructional plan and coordination with the teacher. Despite these challenges the approaches were proven effective in increasing the children's participation and activeness inside during the sessions. The Play-based approach allows the children to play and learn, at the same time learn new concepts that will assist their schooling in the future. While the literature-based approach piques the interest of the children and motivates participation in the sessions. Moreover, the approach provides a thematic and focused approach to the session, avoiding chances of cognitive overload among the children. On the other hand, the Non-projected materials provided visual representations aiding the session effectively to better understand the topic. However, using only Non-projected Instructional materials poses a weakness in explaining complex topics. The

importance of implementing digital multimedia and technological resources still has an advantage.

Therefore, this special project recommends the following recommendations:

- (1) Enhance Child Development Worker/ Teacher through Training.
- (2) Use Non-projected instructional materials together with multimedia and technology resources.
- (3) Maintain differentiated play-based activities and literature-based activities to keep the interest of the children.
- (4) Continue Ongoing Evaluation of children's progress and teaching performance.
- (5) Maintain a cycle of continuous evaluation and feedback.

Objectives

Child Development centers in the Philippines aim to nurture the children's overall development and prepare them for kindergarten (ECCD council, n.d.). In this regard the Early Childhood Care and Development Council, established the National Early Learning Framework (NELF) to guide Child Development teachers and workers on their responsibility of taking care of children (ECCD, n.d.). However, at Paubay Child Development Center in Brgy. Sabang Polillo, Quezon, despite transitioning to the NELF, sessions still rely heavily on traditional methods including teacher-centered approaches and pencil-paper activities. It lacks interactive and play-based activities that will engage the children as well as activities that fits their context and thematic and organizational activities in their sessions that will organize the lessons taught to the children (see appendix I for detailed context). In addition to this, a concurrent issue persist due to the limited access to multimedia and technology resources, compounded by unreliable electricity supply that cannot be immediately address due to the lack of fund from the Barangay Officials and MSWDO, thereby hindering the integration of interactive and contextually relevant learning activities (see Appendix I for more details). According to John Dewey (1897) cited by Maughn Gregory and David Granger (2015), children are naturally curious and their imaginative capacities enable them to make sense and explore the world around them, essentially contributing to their intellectual and emotional growth. On the other hand, play is a crucial part of children's development contributing to their cognitive, physical, social, and emotional well-being (Ginsburg, 2007; Amercin et al., 2006) that Milteer and Ginsburg (2012) argued that it should be included in every definition of childhood, thus the importance of incorporating play-based approaches in the child development

center activities. The predominance of teacher-centered approaches and lack of play-based activities could have been the main source of the children's underdevelopment on gross motor skills, socio-emotional skills and cognitive skills domains, as seen in their individual ECCD checklist¹ (see appendix I for more details). This hinders the capacity and development of the children. It also lacks dynamic approaches for experiential learning that will assist children in their learning. Therefore, this project will utilize a learner-centered approach to improve their development, specifically literature-based and play-based approaches that will allow the children to explore more and be active in their sessions. This project further proposes to introduce interactive non-projected instructional materials to supplement the activities, due to the issues with multimedia, technology and electricity supply. It includes flannel board, pulling chart, big book, flash cards, pictures/photos that allows the children to directly interact with it together with their peers and facilitator, in order to help them improve their underdeveloped domains stated above.

Statement of the problem:

Over all, this project aims to:

1. Integrate literature and play-based activities in the child development center routine sessions.
2. Supplement the child development center with non-projected interactive instructional materials.

¹ Early childhood care and development checklist: Child's record 2 for age 3 years and 1 month to 5 years old is a checklist consisting of standards expected from their age. It is used to evaluate a child's development in the seven domains stated in the NELF (ECCD council, n.d.).

Significance of the project

The early years of children is an important stage to build their foundational knowledge and their overall well-being and development as they undergo rapid physical, cognitive, emotional, and social growth during these formative years (Kohlberg, 1968). The project aims to incorporate literature and play-based learning approaches in the children's activities in order to create an interactive environment for the children, thus improving the domains that are still underdeveloped. The activities include role play, storytelling, music and movement, arts and crafts, sensory activities, and team play. Literature-based approaches organize learning experiences for the children and encourage a motivating environment for the children (Sokavejworakit, 2023). While, play contributes to the cognitive, physical, social, and emotional well-being of children (Ginsburg, 2007; Amercin et al., 2006) thus improving the development of the underdeveloped domains stated above. According to Kohlberg (1968), through play, children develop empathy and teamwork as they engage in social interactions and practice their communication skills with their peers, improve their coordination, balance, and physical abilities as play involves movement, and encourage children to observe, experiment and think logically. On the other hand, the implementation of the interactive non-projected instructional materials in the morning session will allow the children to be fully invested and engage in the introduction of topics reducing the change of attention span among children. In addition, the Paubay child development center has a unique case. The children are mostly from poor economic backgrounds and lacks access to technology, even the child development center lacks access to technology and multimedia materials, thus this project will serve

as an example on how learning can be interactive and engaging despite the lack of technology and multimedia by leveraging on the use of interactive non-projected instructional materials as it supplement literature and play-based learning.

Scope and limitation of the project

This special project is limited to a single child development center, restricting its generalizability to other centers or regions. The themes and topics of this project will only revolve around child development and learning activities for the chosen child development center. It aims to use Play-based and Literature-based approaches in the learning activities, but the teacher's learning approach and philosophy is not within the control of the project proprietor. Activities will only be accompanied by Non-projected Instructional materials, those that would not need electricity, to aid the lessons, in order to test how activities will run in a resource-limited learning environment.

II. REVIEW OF RELATED LITERATURE

Importance of literature and play-based approach in early childhood education

Play was identified as an important aspect of learning especially in children's development. Play allows the children to learn through play (Mellou, 1994) and it was proven by many researchers. In psychoanalytic theory of Sigmund Freud (1961) he identified play's role in emotional development, Erikson (1950) extended it by stating

its contribution to personality development, while Sutton-Smith (1967) and Burner (1972) explains its contribution to creative development and development of behavioral flexibility of motor skills through dramatic play (Mellou, 1994), and Ellis (1973) identified it as a stimulus-seeking activity keeping the child active and motivated. On the other hand researches from known theorist of learning such as Piaget (1951;1962), Lieberman (1965;1977), Sutton-Smith (1967), Brunet (1972), Feitelson and Ross (1973), Singer (1973), Smith and Dutton (1979) and Dansky (1980) concluded that play contributes to children's creativity and cognitive skills (Mellou, 1994). Furthermore, Barnett (1990) explains the benefits of play to children's cognitive development, social development, emotional development, physical development and language development as play is an activity that allows the children to be imaginative, curious, communicate with peers and express themselves with confidence.

Similarly, present studies have shown the contribution of play in children's development by using play as an approach. In the study of Bubikova-Moan et al. (2019), play significantly contributes to the children's holistic development as well as specific developmental domains including social, emotional, cognitive and linguistic domains. Play-based activities allow the children to interact with their peers allowing them to express their arguments and queries creating opportunities for improving learning and vocabulary development (Van Oers & Dujikers, 2013). Moreover, play-based activities are child-centered developing the cognitive and meta-cognitive function for thinking, motivating their curiosity, questioning, exploration, construction of knowledge and proactive participation in learning (Keung & Fung, 2019).

On the other hand the literature-based approach organizes experiences for children by using this approach as a foundation for lessons to motivate the children, encouraging the atmosphere inside a classroom, as well as develop their imagination and cognitive skills, strengthen their moral and ethical values by experiencing people and places beyond their everyday activities (Sukavejworakit et al., 2023). In the research by Pulimeno et al. (2020) it was mentioned that the utilization of literature as well other forms of arts including music, dance, drama, drawing, and painting, etc. are also found to empower and motivate the children to develop their healthy behaviors contributing to their holistic development and well-being.

The importance of non-projected instructional materials for preschoolers

Non-projected instructional materials including visual aids, manipulatives and real objects are proven to contribute significantly in children's learning. In the research conducted by Carbonneau (2015) by using realistic manipulatives in preschool children's mathematics, it was found that these significantly promote learning. Similar results are found on the influence of non-projected instructional materials on improving the performance of preschool children in Kenya wherein, the use of books, photographs, maps, drawing charts, and flannel boards influence their academic performance (Nyang'au & Ayaga, 2020). Instructional materials also make learning more real and meaningful for the learners (Ogoda et al, 2019). On the other hand, visual aids provide accurate images that stimulate thinking and improve a classroom's learning environment (Shabiralyani et al., 2015).

THEORETICAL FRAMEWORK

I. Applying literature and play-based approaches

The project revolves around the notion of the importance of play in a child's development and how literature can be used to motivate the children and improve the learning environment. This project also seeks to ensure the alignment of activities to the NELF as this framework was reviewed to best support the seven domains of Filipino children's development. Thus, this project aims to use a literature and play-based approach in designing activities for morning sessions in Paubay Child Development Center to help the children develop in the seven domains stated in the NELF. These seven domains are gross motor skills, fine motor skills, socio-emotional skills, receptive language, expressive language, self-help and cognitive skills. The project will also leverage on the theories explained below, supporting play-based approach for designing and creating the instructional design and materials that will improve the children's expected level of development for their age.

a. Pedagogies that supports the project

The session in the Pubay child development center is more teacher centered than learner-centered even though free play is allocated in each session. The activities often involving paper and pencil and sitting and listening are not as stimulating as activities should be, so children tend to focus their attention on something else rather than on what they were told to do. The thing is that they should be able to explore and learn in their interest. This is the basis of why play should be incorporated in early child development sessions. Play

is more than a leisure as it is an important part of early childhood development, contributing to the children's cognitive, physical, social and emotional well-being (Irvin, 2017). Play-based learning encompasses the traditional methods of instructions and challenges learners to ignite their innate interest in a task (Ali et al., 2018). Therefore in order to nurture their development, play-based approaches will be used in designing the instruction and developing interactive instructional materials. These theories include Mildred Parten's social play, Kenneth Rubin's Theories of play, Lev Vygotsky's Social constructivism, and holistic approaches to child development.

Mildred Parten (1932) introduces a developmental sequence of children's play starting with unoccupied play from birth to 3 months of age, solitary play from 3 months of age to 2 years of age, onlooker play and parallel play from 2 years of age and older, associative play from 3 years of age up to 4, and cooperative play from age 4 and above. The children enrolled in the Paubay child development center are mostly 4 years old up to 5 years old, thus activities will mostly involve associative play and cooperative play. Associative play will include playing puzzles and clays while cooperative play will include role playing as they engage in interactive storytelling activities. Following this is Kenneth Rubin's theories of play which is characterized by five characteristics including active engagement viewing children as active agents in their environment as they explore and interact with it, intrinsic motivation referring to the tangible things they earn from a new experience, their attention to means rather than ends, nonliteral behavior or pretend play and existence of implicit rules (Lorina, 2023). These elements will allow children to explore the activities

designed for them physically and through engaging with role play activities. On the other hand, Lev Vygotsky's social constructivism is a notion wherein human development is socially constructed and knowledge is constructed by interacting with others (McLeod, 2024), thus the activities that will be developed will include a lot of interaction with their peers which the child development center lacks. Lastly, a holistic approach recognizes the individuality of each child (Mahmoudi et al., 2012) which will guide the design to tailor the activities to meet the needs of all types of children and develop the children's socio-emotional development.

b. Instructional Design

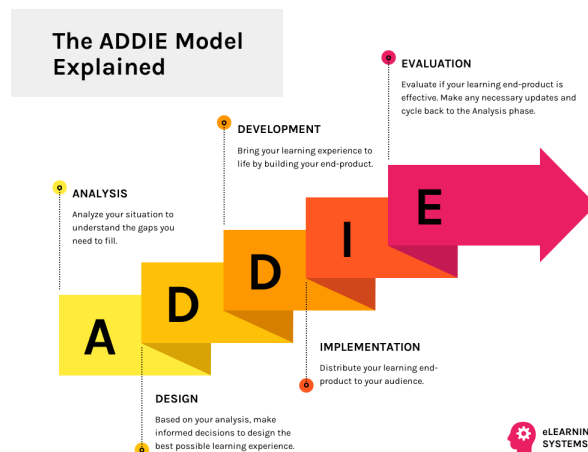


Figure 1: ADDIE Model

(Image source: <https://venngage.com/blog/addie-model/>)

The ADDIE model will be used to design the instructional plan for the child development center. ADDIE is one of the known instructional design models used in early childhood curriculum as a basis of creating effective

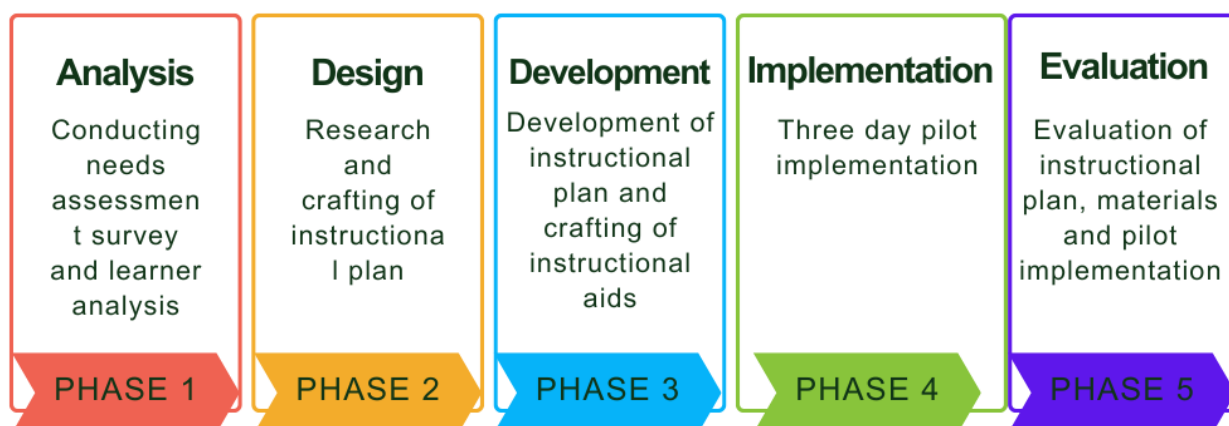
Applying literature-based and play-based approaches accompanied by non-projected instructional materials in a child development center

learning materials or teaching materials for children (Pramono et al., 2021; Iftitah, 2023). It provides a structured systematic framework involving five key phases, starting with analysis of learning needs, design of instructional media, development of media, implementation of media and evaluation of its effectiveness (Molenda, 2003; Bacotang et al., 2016). Moreover, it is widely adapted in instructional design to fully meet the learning needs of the children (Iftitah, 2023).

c. Non-projected Instructional materials

This project will leverage on the use of non-projected interactive instructional materials as an alternative to technology and multimedia due to the lack of resource capability of the chosen child development center and absence of electricity to provide power to Televisions or projectors that can be used for multimedia presentations. Although projected instructional materials can be more interactive, Heinich (1996) cited by Fajarini (2017) said that non-projected media are capable of making instruction more engaging and realistic. He further explained that non-projected instructional materials are extremely useful in cases of isolated rural areas, those with lack of electricity and low budget programs. Therefore, non-projected instructional materials fit well with the context of the chosen child development center and with the demographics of the children there. The non-projected materials will be implemented according to the lessons and activities mentioned above for each of the eight day sessions by the child to test its usability, durability, and flexibility.

CONCEPTUAL FRAMEWORK



(Figure 3)

The project will be designed based on the above mentioned theories and aligned with the NELF under the Learning resource no.6, quarter 4 of the suggested learning activities for 4 to 4.11 years old or pre-K 2 learners with the theme “God created a beautiful world around us” or nature (see Appendix II for detailed instructional design). It will be designed using the ADDIE model while integrating a literature and play-based approach on the design of each activity. The project will be an instructional design of two modules for a two-week session, each week has one module, consisting of four lessons or days which is equivalent to 8 days of the children’s morning sessions. Each module will have a sub theme adopted from the NELF. The first week will have the sub-theme Land and water, Moon and stars and the second week will have the sub-theme Different plants around us. The activities will consist of those that allow the children to interact with their peers in order to develop their socio-emotional skills more as well as improve the gross-motor domain. Each of this activities will be accompanied with interactive non-projected instructional materials, that *Applying literature-based and play-based approaches accompanied by non-projected instructional materials in a child development center*

will be discussed in the later sections, where the learners could interact with and move to develop the children's curiosity and critical thinking that contributes in the development of their cognitive skills and also to foster interactive learning despite the lack of multimedia elements due to lack of electricity and budget in the rural Barangay child development center. The activities provided in the NELF will be modified according to the context of the center, thus the main goal was to contextualize the learning activities to improve the development performance of children in the chosen child development center in their underdeveloped domains. The development worker will be tasked to implement the modules in the center to test its usability, flexibility, coherence, and response of the children.

OPERATIONAL DEFINITION OF TERMS

Child's development: it refers to the development of children under the NELF, which includes the children's development areas in gross motor, fine motor, self-help, receptive language, expressive language, cognitive and socio-emotional domains.

NELF: The National Early Learning Framework developed by the ECCD council that focuses on the development of Filipino children rooted in developmentally appropriate practice core considerations.

III. METHODOLOGY.

Locale of the Special Project

The target institution for this special project is a child development center in sitio Paubay, Barangay Sabang, a satellite child development center under the Municipal Social Worker and Development (MSWD) Office of Polillo, Quezon whose processes are overseen by Dianarra R. Vergarra the RSW MGH-MSWDO. It is located in a rural community where the primary livelihood are fishing, farming, and selling copra. The center is closely monitored by Tracy Ann S. Azores, a daycare worker-I including the other child development centers in the municipality, while the sessions were facilitated by two child development workers who take turns in each of the sessions.

Respondents

The respondents of this special project are the ten (10) officially children enrolled in Paubay Child Development Center that will be involved in the pilot testing of the instructional plan and materials. While two child development workers will be interviewed and observed for the needs assessment.

Data Gathering Procedure:

A pilot implementation of chosen activities will be conducted in the center. The child development center will be approached wherein the child is put first, to allow the children to explore actively in their environment. Thus, learner-centered approaches with minimal scaffolding from the child development workers will be utilized in the sessions. This is to improve the development of the children in the domains stated in the NELF. In doing so, this project aims to (1) integrate literature and play-based activities in the child development center's sessions and (2) supplement it with non-projected interactive instructional materials.

The activities will be designed utilizing Mildred Parten's social play, Kenneth Rubin's Theories of play, Lev Vygotsky's Social constructivism and holistic approaches to child development aligned with the NELF supporting the seven domains of Filipino children's development, as well as assessment in learning principles in mind. While to ensure the organized and thematic learning experience of the children, a literature-based approach will be implemented as well. The theories of play promote a learner-centered approach in an instruction wherein children were allowed to explore, ignite their interests (Ali et al., 2018), be imaginative, express themselves, and communicate with their peers (Barnett, 1990), as well as develop their cognitive, physical, social and emotional well-being (Irvin, 2017). While literature, aside from organizing activities for the children allows them to experience scenarios beyond their everyday experiences, enabling them to develop their imagination and cognitive skills, as well as strengthen their moral and ethical values (Sukavejworakit et al., 2023), promoting their holistic development and wellbeing (Pulimeno et al., 2020). This will all be concentrated in the ADDIE model of instructional design that will be utilized to ensure that the project will fully meet the learning needs of the children. This model is widely used in early childhood curriculum as a basis of creating effective learning materials or teaching materials for children (Pramono et al., 2021; Ifitah, 2023).

The instructional plan is composed of two modules with the theme "God created a beautiful world around us" adopted from the Learning resource no. 6, quarter 4 of the NELF centralizing the theme concerning nature for a two-week session. Each of the week will have one module, consisting of four lessons with a sub-theme adopted

from the NELF that will be implemented for four morning sessions. The first week will have the sub-theme “Land and Water, Moon and stars' ' while the second week will have the sub-theme the “Different plants around us' '. Each of the sessions have a literature-based motivation activity to set the theme of the lesson that will include poems, children literatures, stories, and songs. The sessions will have the duration of utmost two hours where the children experience collaborative play activities, role-playing activities, pretend play, arts and crafts, dance and movement, signing, and exploration activities, at the same time experience interacting with non-projected instructional materials including manipulatives, storyboards, big books and pulling charts, etc. that will help them be engage and interested in the lesson. These non-projected instructional materials are designed to be cost-effective, flexible, easy to recreate, and reusable. They may not be as interactive as multimedia and projected instructional materials, but they are engaging and realistic, extremely useful in cases of isolated rural areas, those with lack of electricity and low budget programs (Heinich, 1996 cited by Fajarini, 2017).

Table 1: Time table of activities

QUARTER IV					
THEME: (NATURE) God Created a beautiful world around us					
Module;	Day/We	Lesson	Activities	Materials	Estimat

Sub-theme	Week	theme/s			Estimated time for each activity
Module 1: Land and Water, Moon and Stars	(Week 1) DAY 1 (April 22, 2024) (Week 1) DAY 2 (April 23, 2024)	Land and Water	Motivation Activity: Objectives: At the end of the motivation activity, the children should be able to: <ol style="list-style-type: none"> 1. Develop their basic concept about the topic for the day 2. Share their ideas on how the world was created. 	Rolling storyboard; and Literature: “Seven days of creation” adopted from the book of Genesis	8:10 - 8:30 am (20 minutes)
			Activity 1: Tayo ay Maglakbay (Role Play Activity)	Printed 50cmx70cm pictures of types of land and water with a stand; and	8:30 - 8:50 am (20 minutes)
			Objectives: The children should be able to:		

			<ol style="list-style-type: none"> 1. Demonstrate interest and participation in the role play activity; 2. Identify characters and settings in the role play activity; and 3. Produce or sound off letters. 4. Identify colors on what they see on land or water 	<p>A green and blue set of flags depending on the number of students (Green represents land and blue represents water).</p>	
			<p>Activity 2: Land or Water</p> <p>Objectives:</p> <p>The children should be able to:</p> <ol style="list-style-type: none"> 1. Identify which is land or water by differentiating them. 	<p>Pulling Chart; and Printed pictures of types of land and water.</p>	<p>9:10 - 9:50 am (40 minutes)</p>

			2. Realize the importance of land and water.		
		Living things and nonliving things	Part II: Motivation Activity Objectives: At the end of the motivation activity, the children should be able to: <ol style="list-style-type: none"> 1. Recall the story about the seven days of creation. 2. Develop basic concepts about living things and non-living things. 	Rolling storyboard; and Literature: "Seven days of creation" adopted from the book of Genesis	8:10 - 8:20 am (10 minutes)
			Activity 1: What are Living things and Non-Living Things Objectives:	Cut-out pictures of living things and non-living things;	8:20 - 8:40 am (20 minutes)

			<p>The children should be able to:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings about living things and non-living things. 2. Recognize the living and nonliving things in different settings. 3. Identify living and nonliving things distinctively from one another. 	<p>Printed Labels (At home, Outside, Inside the the classroom); and Pulling Chart</p>	
			<p>Activity 2: I spy with my little eye...</p> <p>Objectives:</p> <p>The children should be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between living and non-living things. 	<p>3D objects of living things and non-living things; and 2 buckets, one for the living things and one for</p>	<p>9:00 - 9:40 am (40 minutes)</p>

			<p>2. Develop hand-eye coordination movement in finding living things and non-living things.</p> <p>3. Demonstrate enthusiasm and teamwork in participating in the activity</p>	the non-living things(depending on the number of students)	
	<p>(Week 1)</p> <p>DAY 3</p> <p>(April 24, 2024)</p>	<p>Suns and Rainbows</p>	<p>Motivation Activity:</p> <p>Objectives:</p> <p>At the end of the motivation activity, the children should be able to:</p> <ol style="list-style-type: none"> 1. Recall the story about the seven days of creation. 2. Develop basic concepts about the sun. 	<p>Rolling storyboard;</p> <p>Literature: "Seven days of creation";</p> <p>and Action song: Mister Sun</p>	<p>8:10 - 8:30 am</p> <p>(20 minutes)</p>

			3. Develop gross motor skills while following instructions		
			<p>Activity 1: The sun shines after the rain! (Make-Up story/Role play activity)</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Share ideas and feelings about the sun and the rainbow. 2. Develop gross motor skills through a set of actions. 3. Identify and arrange the colors of the rainbow correctly. 	<p>Cut-out 20x20cm sun; A box that looks like a treasure chest; Three lily pads that fits the children's feet; A Board with the silhouette of the rainbow and sun; strips of colored papers (red,</p>	<p>8:30 - 9:00 am (20 minutes)</p>

				orange, yellow, green, blue, violet); tape; a card with the picture of the rainbow; speaker; and a downloaded rain sound	
			<p>Activity 3: Sun, our star! (Story time)</p> <p>Objectives: The children should be able to:</p> <ol style="list-style-type: none"> 1. Share their own ideas and feelings about the sun confidently. 	<p>“Sun: One in a Billion by Stacy McAnulty”(Story); and Big Book</p>	<p>9:20 - 9:50 am (30 minutes)</p>

			<p>2. Demonstrate listening skills by recalling parts of the story.</p> <p>3. Express their feelings about the story.</p>		
	<p>DAY 4 (April 25, 2024)</p>	<p>Moon and Stars</p>	<p>Motivation Activity</p> <p>Objectives:</p> <p>At the end of the motivation activity, the children should be able to:</p> <ol style="list-style-type: none"> 1. Recall the story about the seven days of creation. 2. Develop basic concepts about the moon and stars 3. Develop gross motor skills while following instructions. 	<p>Rolling storyboard;</p> <p>Literature: “Seven days of creation”; and Action song: Mister Moon and Twinkle Twinkle little star</p>	<p>8:10 - 8:30 am</p> <p>(20 minutes)</p>

			<p>Activity 1: Let's make a telescope!</p> <p>Objectives:</p> <p>The children should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate progress in fine motor skills when making their own telescopes (cutting, gluing, coloring). 2. Realize the importance of using a telescope. 	<p>Card boards or toilet paper rolls; Glue; Scissors; Colored Papers; and Crayons</p>	<p>8:30 - 9:00 am (20 minutes)</p>
			<p>Activity 2: I spy with my telescope...</p> <p>Objectives:</p> <p>The children should be able to:</p> <ol style="list-style-type: none"> 1. Recognize similarities and 	<p>Stars in different shapes and Moon cut- outs in strings;</p>	<p>9:20 - 9:40 am (20 minutes)</p>

			<p>differences in star and moon cut-outs.</p> <p>2. Develop teamwork and self-confidence in participating in the activity.</p>	<p>Board with a star constellation and moon silhouette; and Children's DIY telescopes</p>	
<p>Module 2: Different Plants Around Us</p>	<p>(Week 2) DAY 1 (April 29, 2024)</p>	<p>A colorful world</p>	<p>Motivation Activity:</p> <p>Objectives:</p> <p>At the end of the motivation activity, the children should be able to:</p> <ol style="list-style-type: none"> 1. Recall the story about the seven days of creation. 2. Develop basic concepts about the plants 	<p>Rolling storyboard; and Literature: "Seven days of creation"</p>	<p>8:10 - 8:20 am (10 minutes)</p>
			<p>Activity 1: I spy (plants that are)... Bingo!!!</p>	<p>Actual plants (found in the</p>	<p>8:20 - 8:50 am</p>

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			<p>Objectives:</p> <p>The children should be able to:</p> <ol style="list-style-type: none"> 1. Develop basic concepts on colors and sizes 2. Develop concepts of the different plants around us 3. Develop hand and eye coordination movements while playing the game. 	<p>surrounding);</p> <p>Game Mechanics; and Plant Bingo Card (Contains pictures of plants around them, taken prior of the activity)</p>	<p>(30 minutes)</p>
			<p>Activity 2: Beauty of Leaves (Sensory Play)</p> <p>[15 minutes]</p> <p>Objectives:</p> <p>The children should be able to:</p> <p>Develop their artistic skills</p>	<p>Dried leaves; Crayons; and A printed mask in a bond paper</p>	<p>9:10 - 9:40 am</p> <p>(30 minutes)</p>

			<p>Recognize basic colors and sizes</p> <p>Develop their fine motor skills through tracing and coloring</p>		
	<p>(Week 2)</p> <p>DAY 2</p> <p>(April 30, 2024)</p>	<p>How plants grow!</p>	<p>Motivation Activity:</p> <p>Objectives:</p> <p>At the end of the motivation activity, the children should be able to:</p> <ol style="list-style-type: none"> 1. Develop basic concepts on the parts of plants 	<p>Rolling storyboard</p> <p>Literature: “Ang Maliit na buto”</p>	<p>8:10 - 8:20 am</p> <p>(10 minutes)</p>
			<p>Activity 1: Parts of Plants and trees (Puzzle Whole Class Activity)</p> <p>Objectives:</p> <p>The children should be able to:</p> <ol style="list-style-type: none"> 1. Develop basic concepts on the 	<p>cut-outs of parts of a tree; Tape; Printed labels of the parts of trees and plants; and Real plant</p>	<p>8:20 - 8:50 am</p> <p>(30 minutes)</p>

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			<p>parts of plants and trees by relating labels to each part.</p> <p>2. Demonstrate teamwork in doing the activity by arranging the puzzle parts of the tree.</p> <p>3. Produce and sound off initial letters of the tree/plant.</p>		
			<p>Activity 2: Let's Grow plants! (Planting activity)</p> <p>Objectives:</p> <p>The children should be able to:</p> <p>1. Express their idea on how seeds grow from seeds to plants and seeds to fruits.</p>	<p>Visual diagram of how seeds turn to plants and how seeds turn to fruits; Trowel; Planting bags; seedlings/seeds; and</p>	<p>9:10 - 9:40 am (30 minutes)</p>

			<p>2. Demonstrate progress in fine motor skills by planting and taking care of plants.</p> <p>3. Develop responsibility by taking care of plants.</p>	Water	
	<p>(Week 2)</p> <p>DAY 3</p> <p>(May 1, 2024)</p>	<p>Fruits and vegetables</p>	<p>Motivation Activity</p> <p>Objectives:</p> <p>At the end of the motivation activity, the children should be able to:</p> <p>1. Develop basic concepts about fruits and vegetables.</p>	<p>Song: Ten little fruits (Tune of Ten little Indians) and Bahay Kubo</p>	<p>8:10 - 8:20 am (10 minutes)</p>
			<p>Activity 1: Fruits and vegetables</p>	<p>Pulling Chart; Printed</p>	<p>8:20 - 8:40 am</p>

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			<p>Objectives:</p> <p>The children should be able to:</p> <ol style="list-style-type: none"> 1. Identify fruits and vegetables 2. Express their appreciation on the importance of fruits and vegetables to our health. 3. Sound off the initial letter of the fruit or vegetable. 	<p>pictures of fruits and vegetables; and Labels of fruits and vegetables.</p>	<p>(20 minutes)</p>
			<p>Activity 2: Si Chacha ang pihikang bata</p> <p>Objectives:</p> <p>The children should be able to:</p> <ol style="list-style-type: none"> 1. Express their perceptions in 	<p>Rolling chart; Printed story; Story: Si chacha ang pihikang bata.</p>	<p>9:00 - 9:20 am (20 minutes)</p>

			<p>eating fruits and vegetables.</p> <p>2. Reflect on the importance of fruits and vegetables.</p>		
	<p>(Week 2) DAY 4 (May 2, 2024)</p>	<p>Plants: A gift from God</p>	<p>Motivation Activity</p> <p>Objectives: At the end of the motivation activity, the children should be able to:</p> <p>1. Express their understanding about eating healthy fruits and vegetables.</p>	<p>Rolling storyboard; and Short story: The very hungry caterpillar by Eric Carle</p>	<p>8:10 - 8:30 am (20 minutes)</p>
			<p>Activity 1: Let's go to the farmer's market! (Role play)</p> <p>Objectives: The children should be able to:</p>	<p>Cut-out fruits and vegetables or 3D fruits and vegetables; Small desks and chairs</p>	<p>8:30 - 9:00 am (30 minutes)</p>

			<ol style="list-style-type: none"> Count numbers in set 1 to 20 Relate objects with numbers Demonstrate basic concepts in addition up to the sum of 10 	(for the fruits and vegetables); and Mini baskets or bag	
			<p>Activity 2: Plants: A gift from God! (Summarizing activity)</p> <p>Objectives</p> <p>The children should be able to:</p> <ol style="list-style-type: none"> Develop their creative skills by drawing what they have learned about plants. Express their thoughts and feelings on the 	Bond Paper; Crayons; and Pencil	9:20 - 9:40 am (20 minutes)

			importance of plants		
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(see Appendix D for the complete lesson plan).

Table 2: Risk Management Plan

Risk description	Shutter factor	Affected activity	Proposed plan of action
Resistance for change of the child development workers	Application of New approach	Integration of lesson plans	Alignment of the instructional design to the themes of the national early learning framework.
Children adaptation for change of instructional approach	Integration of play-based activities instead of paper-and-pencil activities.	Integration of lesson plans	Comprehensive communication and coordination with the facilitator of the child development

			center to explain the scope and need of changes in the child development center.
Validity of instructional design	The content creator may lack credibility due to being student and course not being about Early Childhood Education.	Integration of instructional design.	Coordination with a content expert in early childhood education to ensure the validity of the design.
Access to instructional materials	lack of prescribed instructional materials in the activities.	Integration of instructional materials in the routine session.	A prototype of every interactive non-projected instructional material will be donated to the child development center together with tutorial

			videos on the creation of these instructional materials.
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Data Analysis

This special project will use context analysis and learner analysis in studying the context and socio-demographic profile of the respondents. The learner analysis will be based on the ECCD Checklist that monitors the development of children appropriate for their age in order to see their prior progress in the center. On the other hand, the pilot implementation following the ADDIE model procedure will be evaluated using the EDS 199 rubrics (see Appendix H). The rubrics include the evaluation of the Instructional objectives, opening, instruction proper, closing, and assessment for the pilot implementation and instructional design, and evaluation of content and information, design, quality and accessibility, and organization and presentation for the instructional materials.

IV. RESULTS AND DISCUSSION

Socio-demographic profile of the respondents:

Learners are composed of 10 children with 8 officially enrolled pre-K2 children. Six of the eight pre-K2 children are males and two are females. The remaining 2 are pre-K1 children, who are females. They are facilitated by one child

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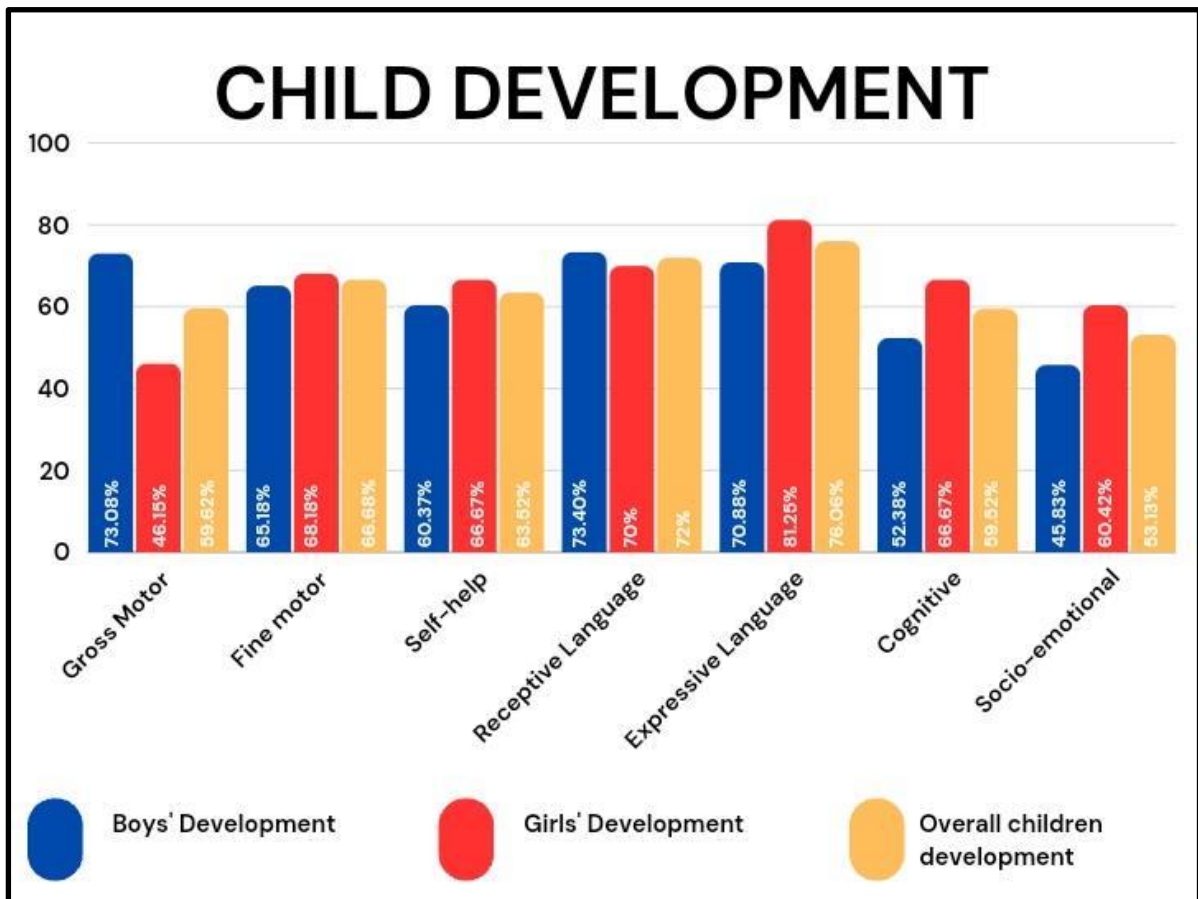
development worker per session, but the child development center has two child development workers. One is responsible for the sessions and the other on the documents such as the children's developmental evaluation. The latter still facilitates a session from time to time depending on the availability of the former. Almost all of the children are from low-income families and rarely encounter gadgets and multimedia. The report also shows (see Appendix C) that the children are underdeveloped in the seven domains of child development (gross motor, fine motor, receptive language, expressive language, cognitive, self-help, and socio-emotional) expected for their age. The children excel in expressive language and self-help domains, although still underdeveloped for what is expected for their age. However, their gross motor skills, cognitive skills, and socio-emotional skills are more concerning as these are the top 3 domains with the lowest development among the children. In terms of their learning style, the observation (see Appendix C) shows that the children are often engaged with paper-pencil base activities and teacher-centered activities. They rarely engage in learner-centered and active learning activities, except through singing and dancing which they reacted to actively. There is no specific learning style reflected from the children, but they are more active in free play and dancing or singing accompanied with multimedia.

Needs assessment and Learner Analysis Summary

A needs assessment, following the ADDIE² approach in instructional design was conducted, through on-site observations and interviews with the parents and child development workers after the approval of the consent form sent to the MSWD Office.

² An instructional design model. It consists of the Analysis, Design, Development, Implementation and Evaluation phases that help in fulfilling the needs of the children (Pramono et al., 2021; iftitah, 2023).

The child development center can cater utmost 20 children in the facility. Chairs, tables, block board, Television, electric fans, speaker and indoor play area are in good condition, however the concern was that their ceiling leaks through heavy rains and their outdoor playground was old and rusty unsafe for the children which maintenance and renovation cannot be accomplished due to the problem with the land title and insufficient funds from the MSWDO and Barangay. In addition, the center has problems with the electricity as the center is rarely supplied by power in order to use the television for learning. Despite this the center can still be conducive for learning if it is not raining heavily. In their sessions, the child development worker as mandated by the MSWDO follows the National Early Learning Curriculum (NELC) developed by the ECCD council. This curriculum focuses on the total development of children in seven domains of child development which are gross motor skills, fine motor skills, self-help, reflective language, expressive language, cognitive skills and socio-emotional skills (ECCD council, n.d.). However the on-site observation reveals that the center was not following the suggested activities designed for child development centers who cater children aged 4 to 4.11 years old or known as the NELC's Learning Resource Package (LRP) no. 6. The approach in the sessions are more aligned with the old Daycare curriculum issued in 2006 or the Type I Daycare curriculum geared towards traditional primary school wherein organized subject matter areas are incorporated into the sessions focusing on cognitive literacy and numeracy skills, teacher-directed and which children's learning experience is limited to paper-pencil tasks with minimal incorporation of arts and crafts as well as music and movement (UNESCO, 2006). The child development workers also use randomized activities and storytelling lacking themes in the sessions.



(Figure 3: Bar graph of Children’s development)

A learner analysis was also conducted in the center wherein the children's development and skills were analyzed through the ECCD checklist which monitors their overall development in the seven domains mentioned earlier. The children are composed of eight officially enrolled learners aged 4 to 5 years old and two children aged 3 years old to return to daycare for the next school year because of their age with a total of 10. These children are good with their receptive and expressive language while weak in the gross motor, cognitive and socio-emotional domains (You may refer to the graph above for clear representation). While their average computed score of 63 and 56 developmental index according to the Philippine ECCD checklist technical and administration manual, falls under the interpretation of having a

significant delay in their overall development. In terms of their behavior during the on-site observation, they respond well with activities involving singing and dancing in the session while they are engrossed with puzzles and blocks during their free play. The children also have short attention spans, easily distracted by their other peer's behavior and get bored with paper-pencil activities.

Upon analysis, the Paubay Child Development Center at Brgy. Sabang Polillo, Quezon, despite being mandated to utilize the NELF, the delivered sessions still rely heavily on traditional methods including teacher-centered approaches and pencil-paper activities. It lacks interactive and play-based activities that fit the children's context and that will engage them in active learning. It also lacks thematic and organized activities in their sessions that will organize the learning experiences of the children (see Appendix A for the piloted instructional plan). In addition to this, a concurrent issue persists due to the limited access to multimedia and technology resources, compounded by unreliable electricity supply that cannot be immediately addressed due to the lack of funds from the Barangay Officials and MSWDO, thereby hindering the integration of interactive and contextually relevant learning activities. According to John Dewey (1897) cited by Maughn Gregory and David Granger (2015), children are naturally curious and their imaginative capacities enable them to make sense and explore the world around them, essentially contributing to their intellectual and emotional growth. On the other hand, play is a crucial part of children's development contributing to their cognitive, physical, social, and emotional well-being (Ginsburg, 2007; Amercin et al., 2006) that Milteer and Ginsburg (2012) argued that it should be included in every definition of childhood, thus the importance of incorporating play-based approaches in the child development center activities. The predominance of teacher-centered approaches and lack of play-based activities could

have been the main source of the children's underdevelopment on gross motor skills, socio-emotional skills and cognitive skills domains, as seen in their individual ECCD checklist³. This hinders the capacity and development of the children. It also lacks dynamic approaches for experiential learning that will assist children in their learning. Therefore, this project will utilize a learner-centered approach to improve their development, specifically literature-based and play-based approaches that will allow the children to explore more and be active in their sessions. This project further proposes to introduce interactive non-projected instructional materials to supplement the activities, due to the issues with multimedia, technology and electricity supply. It includes flannel board, pulling chart, big book, flash cards, pictures/photos that allows the children to directly interact with it together with their peers and facilitator, in order to help them improve their underdeveloped domains stated above.

Discussion and results of the pilot implementation

The special project has five phases based on the ADDIE model, the Analysis, Design, Development, Implementation and Evaluation phases. The Analysis phase was done using a needs assessment through on-site observation and interviews in the center which showed the instructional gap and performance gap of the chosen child development center stated above as the dominance of using teacher-centered approaches, lack of play-based activities, developmental gap of children and lack of thematic learning activities. The design phase was done by collaborating with a content expert who specialized in early childhood education and thorough research of existing related literature that will be the basis of designing instructions, activities,

³ Early childhood care and development checklist: Child's record 2 for age 3 years and 1 month to 5 years old is a checklist consisting of standards expected from their age. It is used to evaluate a child's development in the seven domains stated in the NELF (ECCD council, n.d.).

and instructional materials to meet the needs of the chosen child development center. Play-based theories and literature-based approach was used in this phase and utilized in the creation of modules and lessons. Aside from the ADDIE model, the design of the instructional module will also use the principles of instructional design proposed by Robert Gagne (1965) that is proven to ensure learning in the implementation of instruction (Khadjooi et al., 2011). To satisfy the principle of gaining attention a literature-based approach will be used. The session will start with a motivation activity which has its own objectives and procedures to encourage interest of the lesson among the students. Next is stating objectives that will be seen before the lesson proper. The session then proceeds with the students recalling their prior learning though or the routine part of the sessions where the facilitator will ask what they did last meeting. Then the instructional design will provide guidance to the facilitator through a sequence of procedures needed to be followed to explain the activity to the children. It is followed by an activity that will allow the children to engage with the learning process thus eliciting performance of what they previously learned through their new understanding. Next is providing feedback through badges and praises. Following this is the second activity that assesses the performance or understanding of the children in a formative assessment activity, at the same time increasing their retention.

In the development phase, the instructional plan was successfully created and finalized upon review of the content expert. The developed instructional plan is composed of eight lessons with one motivating activity each and two activities, a pre-assessment and a formative activity. On the other hand the non-projected instructional materials are composed of 3D mock-ups, rolling storyboard, story booklet, big book,

cut-outs, flash cards, printed pictures, pulling charts, and activity sheets. In developing the instructional plan, I strongly used the principles of formative assessment to further develop the understanding of the children in each of the concepts in the lessons and Robert Gagne's (1965) nine principles of instructional design to ensure the instructional plan leads to learning. The formative assessment activities are a good approach to learn more about the children's individual learning needs, help them grasp specific topics, identify their mistakes and misconceptions and help adjust teaching and instruction (William, 2010). While I also keep in mind how to center the sessions on the children as a philosopher, as John Dewey (1897) believed that they are naturally curious and imaginative individuals (Gregory & Granger, 2015). Thus, activities are designed to let the children explore their environment and socially interact with their peers. On the other hand, in the development of non-projected instructional materials, flexibility, durability, cost-effectiveness and accessibility are considered. Recycled materials such as cartons and boxes were utilized in the creation of these materials, as well as accessible materials that can be found in the location of the center.

In the Implementation phase three lessons were piloted. The first two piloted lessons are interconnected lessons from the first module having the same literature utilized as the central theme of the activities based from the story of creation from the book of Genesis in the bible. While the third piloted lesson is from the second module which activities are based on Eric Carle's "A very hungry caterpillar," a children's literature. In each of these sessions it was evident that the children have enjoyed the play-based activities as a mood shift can be observed as they engage with each of the activities with interest and active participation. The use of formative assessments was

also useful in identifying the individual understanding of the children about the topic. The children were able to identify characters, settings and events in the literature especially with the help of non-projected instructional materials to visualize them. These observation results were further analyzed in the evaluation phase from the child development worker or implementor of the piloted sessions. In the evaluation, the implementor finds it easy to understand the procedures in the handout instructional plan. The objectives were specific, observable, measurable, and achievable given the specified time frame, the opening clearly communicates on how learning will occur and motivates the children's interest and desire to participate in the session, the instruction clearly aligns with the objectives, sequenced properly, scaffolds learning and present new approaches to present new information through the use of different activities and non-projected instructional materials, it further gives children the time for exploration and independence expressing their ideas and conceptions while it also provides assistance to target potential understandings and misunderstandings, variety of assessment procedures were used, unbiased, appropriate, and gives space for feedback and the closing gives time for reflection and self-evaluation. However, the appropriateness of content was identified as a concern by the child development worker, despite the content being adopted from the NELC, which says a lot about the previous practice of the center and the approaches it used. It was further concreted based on the adjustments made in each of these sessions, despite the objectives still being achieved. These deviations from the initial instructional plan to the implementation were highly related to the familiarization of the child development worker or facilitator of the session to the instructional plan. Despite the instructional plan being given ahead of time for the child development worker to read and practice, it didn't guarantee that it would really be learned thoroughly by the child development

worker, so some procedures were missed. This goes down to the principle of instructional design that instruction is not always the solution, as aside from from instructional design problems, there are also other factors affecting the identified instructional gap and that includes non-instructional problems concerned with the human performance problems due to the lack of knowledge, skills, and proper attitudes (Davis & Francis, 2019).

Moreover the approaches used in the sessions were effective forming the strength of the special project. The play-based approach was effective to engage the children actively in the learning process as they enjoy and play, at the same time learn new concepts that will assist their schooling in the future. While the literature-based approach piques the interest of the children and motivates participation in the center at the same time allows the activities to be thematic and focused on one lesson at a time, avoiding the chances of cognitive overload among the children. Lastly, the use of non-projected instructional materials provides different examples and visual representations and promotes interactivity and involvement of children in the lessons that allows the children to understand the topics better and further grasp the concepts of each lesson. However weaknesses in only using non-projected instructional materials are still evident, the importance of digital multimedia and technological resources still has an advantage as pictures would not be sufficient to explain complex concepts such that of the living things and nonliving things as identified by the implementer.

V. SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

This special project focused on addressing developmental delays among young learners at a Barangay Child Development Center in Polillo, Quezon, where outdated instructional practices and limited resources were identified as barriers to effective learning. An initial needs assessment, conducted through on-site observations and interviews with parents and child development workers, revealed several gaps: the center predominantly used teacher-centered, pencil-paper methods from an older curriculum instead of the recommended play-based and interactive approaches for early learners, with insufficient focus on developing gross motor, socio-emotional, and cognitive skills. Additionally, infrastructural issues—such as unreliable electricity that limited the use of multimedia, a leaky ceiling, and a deteriorated outdoor playground—compounded the challenges, preventing the center from fully supporting children’s holistic growth.

To address these gaps, the project applied the ADDIE model of instructional design to create a cost-effective, play-based, and literature-driven curriculum. This curriculum included non-projected instructional materials crafted from locally sourced, recycled items like flashcards, big books, and storyboards, allowing the center to engage children actively in learning despite resource constraints. Activities were designed to align with key developmental domains, including motor skills, social interaction, and basic cognitive skills, and were structured to follow principles of child-centered learning. Pilot implementation of these activities showed promising results,

with notable improvements in children's engagement, participation, and attentiveness, particularly during play-based and literature-based activities.

Despite these positive outcomes, the project faced several limitations. Challenges included the limited ability of non-projected materials to convey complex topics, as well as issues with sustaining instructional consistency and adherence to the new curriculum by the child development worker due to familiarity with older methods. Additionally, the center's infrastructure and lack of multimedia resources continued to limit the range of interactive learning experiences. Nonetheless, this project demonstrated that resourceful, adaptable educational strategies tailored to local conditions can enhance early childhood development and create a more engaging and supportive learning environment, even in resource-limited settings.

Conclusion

This special project has shown the consistently occurring problem in the Philippine's early childhood care education highlighting the lack of funds, and issues with the financing mechanism (Amercin et al., 2006; EDCOM 2, 2024), affecting various factors that contributes in the achievement of the learning needs of the children in the center. This includes poor facilities, lack of technology and multimedia resources, and even poor electricity supply which lead to this special project that aims to offer an alternative approach to rural child development centers. This special project that utilized ADDIE in the design, development and implementation of instruction and ventured in employing literature-based and play-based approaches aided by non-projected instructional materials in the child development center yielded good results,

but not without some areas for improvement. On good note, the project effectively engaged the children through play-based and literature-based approaches. These methods proved highly effective in fostering active participation and sustaining interest, aligning well with the developmental needs of young learners. The play-based approach facilitated hands-on, interactive learning, while the literature-based approach provided thematic and focused content that helped children grasp concepts in a structured manner. In addition, non-projected instructional materials, such as 3D mock-ups, cut-out photos, and flannel boards emerged as valuable tools in this context. They serve as effective aids for visualizing and understanding lessons, offering a practical alternative to digital multimedia, especially in rural areas with limited access to electricity and technological resources. These instructional materials not only supported learning but also promoted participation and interaction among children.

Despite the good results, the project still encountered challenges. Issues with content appropriateness and facilitator familiarity with the instructional plan highlighted areas needing improvement. Some deviations from the intended instructional procedures were observed, partly due to facilitators' varying levels of preparedness. This underscores the need for more robust training and support to ensure consistent and effective implementation. In addition, the aid of non-projected instructional materials does not guarantee high engagement among the children, still suggesting the importance of multimedia and technology resources in the sessions.

Recommendations

1. Enhance Child Development Worker/ Teacher through Training

This project has identified the inconsistency of following the instructional plan among child development workers/ teachers as they were not familiarized enough with it. In order to address this, additional training and practice sessions for them are recommended. These trainings may include a comprehensive training on the National Early Learning Framework or Curriculum that will provide the child development workers or teachers with a clear understanding of the curriculum, how sessions can be facilitated, how the activities can be incorporated and how they can plan the learning activities and experiences in the classroom for the children. This could also include training on understanding the philosophical base of the National Early Learning Framework (NELF) and its Mission and Vision. This approach will also increase the chances of making the message of the instructional designers heard and understood by the child development worker/teacher. Other trainings that the child development worker/teacher can undergo are children psychology seminar to give them a background on how to interact with different kinds of children learners and how they could plan individualized activities for them as it is one of the most challenging experience identified in the chosen child development center; Instructional planning training for children where the child development workers and teachers undergoes training on the step by step ways of planning for instruction appropriate with the needs of their children learners; Understanding the domains of development in early childhood learning seminar which includes the study of the following domains namely physical health, well-being and motor development, socio-emotional development, character and values development, cognitive development, language development,

and creative-aesthetic development; and Learning Assessment training for children learning which includes how to monitor and enhance the children's learning, as well as identifying their learning needs. These trainings not only intend to enhance the teaching performance of the child development workers and/or teachers but also aims to ensure that the children are developing accordingly in their respective domains of development.

2. Use Non-projected instructional materials together with multimedia and technology resources:

Non-projected instructional materials have its limitations, despite being an effective tool. Thus, to ensure a more engaging and interactive learning experience for children, use non-projected instructional materials with multimedia and technology resources. This will also increase interest and attention on activities and tasks. Solely using non-projected instructional materials can depend only on the type of instruction or circumstances in which multimedia and technology cannot be accessible just like the case in Paubay Child Development Center where basic amenities like electricity is inaccessible. These non-projected instructional materials can be those already found in the center such as toys, puzzles, blocks and cups that can be used in play-based activities or it can be made of recycled materials that would not need much funds to avoid unnecessary expenses.

3. Maintain differentiated play-based activities and literature-based activities to keep the interest of the children

Play-based and literature-based approaches are proven effective from the project for early childhood learning. In utilizing the play-based and literature-based approaches, incorporate various play-based activities and literature-based activities that will engage the children in every session. Play-based activities can vary from group activities, puzzles, tags, role playing, social play, parlor games and scavenger hunts etc. and always make sure that they are able to use as much of their senses as possible to ensure their development in the respective domains they need to develop. While literature-based approaches can vary from incorporating music, dance, story-telling, puppet shows and movements. It must be ensured that the activities and literature are non-repetitive. Children tend to get bored and have short attention spans as from the result of the observation in the project, thus keeping their attention and interest in a task or activity is important. Moreover, it will introduce them to various literatures that will help them become more imaginative and perceptive being introduced to different characters and settings, as well as enjoying learning as they play. In light of these, use literature that is rich in visual representations and images. The children in the child development center enjoyed and learned more with visual representations. The more images were presented, the more the children visualize and understand the story since they can't read yet and understand words. Therefore, literature books must have pictures and illustrations that demonstrate the written words of the story, which will better help the children in visualizing the story. These can vary from children's books to big books appropriate for the children's age and those they can reflect and connect upon, but I suggest using big books more so the children can see the illustrations clearly. The child development center is located on an Island where the children often see nature. Literature with nature themes such as *Alamat ng palay* by Virgilio Almarino, *the monkey and the turtle* by Jose Rizal, *Hipon at biya* by

Carla Pacis and the likes could help the children relate with the story and at the same time introduce Philippine children literature to them.

4. Continue Ongoing Evaluation of children's progress and teaching performance:

The children's progress is hard to track if there will be no daily checklist. The instruction and teaching performance in relation to children's progress will be effectively monitored more by keeping a continuous evaluation. Take notes of the progress each child made in an activity and how you, the facilitator, contributed to it with your teaching performance. In this way areas of improvement can be identified both on the part of the student and the teacher. This is also to ensure that the instruction fits the learning needs of the children and if an individualized learning approach is needed to improve the developmental domains of the children.

5. Maintain a cycle of continuous evaluation and feedback:

For future researchers and scholars who would like to venture into using play-based and literature-based approaches, accompanied by non-projected instructional materials, maintain a continuous evaluation and feedback system on your approach. Ensure the alignment of instructional plan with the theories or pedagogies, as well as the appropriation of instructional materials as it fits the needs and context of the institution of interest. Use the evaluation and feedback from your teaching performance, facilitator or children to make iterative improvements, ensuring that the modules remain relevant, engaging, and effective in addressing the instructional needs of the child development center. This method will also allow adjustments per child, as they are observed in the project having different identities and personalities.

The result of this project may also not be as accurate as it will be for the next set of children, you the researcher or scholar intends to approach, thus the continuous evaluation allows adjustments and further improvements on the similar project you shall venture on.

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Applying literature-based and play-based approaches accompanied by non-projected instructional materials in a child development center

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Appendices

APPENDIX A

Pilot implemented instructional plan

DAY 1: Land and Water

Part I: Opening Routine [8:00-8:10 am | 10 minutes]

Part II: Motivation Activity [8:10-8:30 am | 20 minutes]

Objectives:

At the end of the motivation activity, the children should be able to;

1. Develop their basic concept about the topic for the day
2. Share their ideas on how the world was created.

Material:

- Rolling storyboard
- Story: "Seven days of creation" adopted from the book of Genesis

"Seven days of creation"

Noong unang panahon, ang ating mundo ay napupuno lamang ng kadiliman.

Napansin ito ng ating panginoon, kaya naman inutos niya na magkaroon ng liwanag at nagkaroon nga ng liwanag!

Hinati niya ang liwanag sa dilim.

Ang liwanag ay tinawag niyang araw at Ang dilim ay tinawag niyang gabi.

Sa ikalawang araw nilikha naman ng panginoon ang himpapawid at anyong katubigan.

Napansin ng panginoon na nakakalungkot itong pagmasdan kaya naman...

Sa ikatlong araw ay nilikha ng panginoon ang mga lupa at mga halaman.

Ngunit nakita ng panginoon na mukha pa ring walang laman ang mundo.

Kaya naman sa ika-apat na araw ay nilikha ng panginoon Ang araw at Ang buwan, Kasama ng mga bituin sa kalangitan.

Napakaganda ng nilikha ng panginoon, ngunit napansin niyang walang magaalaga dito kaya naman nang dumating ang ika-limang araw at nilikha ng panginoon Ang mga ibon at hayop sa tubig.

At ng ika-anim na araw ay nilikha ng panginoon ang mga hayop sa kalupaan pati na tayong mga tao upang maging tagapangala ng kanyang mga nilikha.

Sa pagsapit naman ng ika-pitong araw ay nagpahinga na ang panginoon.

Procedure:

1. Start the session with the question:

“Mga bata, alam niyo ba kung paano nilikha ang mundo?”

2. Start the story by saying:

“Hayaan niyong ikuwento ko sa inyo, ganito ang sinabi ng bibliya kung paano nilikha ang mundo sa aklat ng Genesis”

3. After the story, ask the children to join the next activity.

Part III:**Activity 1: Tayo ay Maglakbay (Role Play Activity) [8:30-8:50 am | 20 minutes]****Objectives:**

The children should be able to:

1. Demonstrate interest and participation in the role play activity;
2. Identify characters and settings in the role play activity; and
3. Produce or sound off letters.
4. Identify colors on what they see on land or water

Materials:

- Printed 50cmx70cm pictures of types of land and water with a stand; and
- A green and blue set of flags depending on the number of students (Green represents land and blue represents water).

Procedure:

Applying literature-based and play-based approaches accompanied by non-projected instructional materials in a child development center

1. Prepare the room for the necessary materials needed for the activity before the children enter the classroom.
2. Orient the children about the activity. Give them the flags to classify land or water. Then, tell them that they are going on a room field trip visiting the different things God created (based from the motivation activity).
3. Have the children pretend that they are going on a field trip and they have to use their imagination to go through different places.
4. Have the children in two lines and make them pretend that they are riding in a bus.
5. Make a stop for every station and ask the children first of what they see before introducing the type of land or water in each station by raising their flags. After introducing the type of land or water and asking the students what letter each of it starts off with and which water color they see, proceed to the next station.
6. After going through all the stations, have the children go back to their seats and ask them what they saw in each station. Then using a flashcard ask the students which type of land or water the letter in the flashcard starts with.

Part IV: Snack time/Free play [8:50-9:10 am | 20 minutes]

Part V:

Activity 2: Land or Water [9:10-9:50 | 40 minutes]

Objectives:

The children should be able to:

1. Identify which is land or water by differentiating them.
2. Realize the importance of land and water.

Materials:

- Flannel Board; and
- Printed pictures of types of land and water.

Procedure:

1. Give each child a picture of a type of land or water in their hands.
2. Have each of them stick the picture in their hands on the flannel board.
3. Talk about the pictures they stuck and its importance.

Part VI: Closing Routine [9:50-10:00 am | 10 minutes]

DAY 2: Living and and non-living things

Part I: Opening routine [8:00-8:10 am | 10 minutes]

Part II: Motivation Activity [8:10-8:20 am | 10 minutes]

Objectives:

Applying literature-based and play-based approaches accompanied by non-projected instructional materials in a child development center

At the end of the motivation activity, the children should be able to:

1. Recall the story about the seven days of creation.
2. Develop basic concepts about living things and non-living things.

Materials:

- Rolling storyboard
- Story: "Seven days of creation"

Procedure:

1. Recall the story yesterday.
2. Ask the children about what God did for seven days.
3. Relate the story to the lesson on living things and non-living things.
4. Explain to the children the characteristics of living things and the characteristics of non-living things.

Activity 1: What are Living things and Non-Living Things [8:20-8:40 am | 20 minutes]

Objectives:

The children should be able to:

1. Express ideas and feelings about living things and non-living things.
2. Recognize the living and nonliving things in different settings.
3. Identify living and nonliving things distinctively from one another.

Materials:

- Cut-out pictures of living things and non-living things
- Printed Labels (At home, Outside, Inside the the classroom)
- Pulling Chart

Procedures:

1. Prepare the necessary materials before the start of the session. Prepare a tall stand where all the objects/pictures are placed.
2. Orient students about living things and nonliving things by putting an example on the pulling chart. Ask the students what they see and have them think if the object is a living thing or non-living thing. Explain why the object you put is a living thing or a non-living thing.
3. Ask the students what living things and nonliving things they see at home, outside their home, or in the classroom. Let them pick a picture from the stand and have them paste it on the pulling chart. Then ask them what they think the picture is of a living thing or a non-living thing. Pull the chart for the correct answer.

Part III: Snack time [8:40-9:00 am | 20 minutes]

Part IV:

Activity 2: I spy with my little eye... [9:00-9:40 am | 40 minutes]

Objectives:

The children should be able to:

1. Differentiate between living and non-living things.

2. Develop hand-eye coordination movement in finding living things and non-living things.
3. Demonstrate enthusiasm and teamwork in participating in the activity

Materials:

- 3D objects of living things and non-living things; and
- 2 buckets, one for the living things and one for the non-living things(depending on the number of students)

Procedure:

1. Prepare the necessary materials needed for the activity and also prepare the classroom for the activity before the students arrive. In preparation for the activity, have the 3D objects scattered around a side in the room far from the reach of children as they initially enter the room.
2. Orient the children about the activity and then group or pair them with one another.
3. Each group or pair of children will be given 2 buckets which they will fill with the living things and nonliving things they see in the classroom.
4. Give them at least 10 minutes to finish collecting the items.
5. After they go back to their stations, let the children present what they have put in their buckets. Ask them what they think the object is a living thing or a non-living thing. Correct the students in any misinterpretation.

Part V: Closing routine [9:00-9:50 am | 10 minutes]

DAY 4: Plants: A gift from God

Part I: Opening routine [8:00-8:10 am | 10 minutes]

Part II: Motivation Activity [8:10-8:30 am | 20 minutes]

Objectives:

At the end of the motivation activity, the children should be able to:

1. Express their understanding about eating healthy fruits and vegetables.

Materials:

- Big book
- Short story: The very hungry caterpillar by Eric Carle

Procedure:

1. Read the story about the very hungry caterpillar
2. Cut the story up until the caterpillar feel sick by eating sweets.
3. After the story, ask the children the following questions:
 - What did the caterpillar eat at the beginning?
 - Why did the caterpillar feel sick?
 - What should the caterpillar eat to be healthy?

Part II:

Activity 1: Let's go to the farmer's market! (Role play) [8:30-9:00 am |30 minutes]

Objectives:

The children should be able to:

1. Count numbers in set 1 to 20
2. Relate objects with numbers
3. Demonstrate basic concepts in addition up to the sum of 10

Materials:

- Cut-out fruits and vegetables or 3D fruits and vegetables
- Small desks and chairs (for the fruits and vegetables).
- Mini baskets or bag

Procedure:

1. Ask the children to count 1 to 20 first before starting the activity.
2. Then have the children pretend that they are going to the market to buy the caterpillar healthy fruits and vegetables so it can be a butterfly.
3. Select four children to pretend as the Farmer selling fruits and vegetables and the remaining children will be the buyers.
4. After establishing the roles. Play and task the children to buy fruits and/or vegetables not exceeding 20 pieces in the Farmer's Market.
5. Observe the children pretending to be the farmer on how they count the Fruits and vegetables being sold.
6. While asking the children pretending to be buyers to count the Fruits and/or vegetables he bought back for home.

7. After all the children have participated as a buyer and Farmer, you can end the activity.

Part III: Snack time (9:00-9:20 am | 20 minutes)

Part IV:

Activity 2: Plants: A gift from God! (Summarizing activity) [9:20-9:40 am | 20 minutes]

Objectives

The children should be able to:

1. Develop their creative skills by drawing.
2. Express their thoughts and feelings on the importance of plants.

Materials:

- Bond Paper with printed wings of a butterfly.
- Crayons

Procedure:

1. Recall the story of the hungry caterpillar. Continue the story where you left off.
2. Have the children imagine the appearance of the butterfly after it flies out of the pupa.
3. Ask the children about their drawings.

4. Have them reflect about the importance of plants based on the hungry caterpillar story.

Part V: Closing routine (9:40-9:50 am | 10 minutes)

APPENDIX B

Project Logs

APPENDIX C

Applying literature-based and play-based approaches accompanied by non-projected instructional materials in a child development center

Target Locale: Paubay Child Development Center

Description:

The target locale for this instructional design project is located at Sitio Paubay, Barangay Sabang, Polillo, Quezon. Brgy. Sabang is a rural community wherein the primary source livelihood in the Island are fishing, farming and selling copra. It is a Local satellite Daycare center under the Municipal Social Worker and Development (MSWD) Office of the Local Government Unit of Polillo, Quezon whose processes are overseen by Dianarra R. Vergara the RSW MGDH-MSWDO and monitored closely by Tracy Ann S. Azores a daycare worker - I. While the sessions in the center are facilitated by two child development workers.

Methodology:

A needs assessment through on-site observation and interview was conducted in the child development center to gather information about the center and the children in order to identify possible gaps that need to be addressed. A consent form was sent to the head office of the satellite child development center, the municipal social worker and development office of the local government unit of Polillo, Quezon before proceeding with the on-site observation and interview with the target child development workers. One of the head officers was also interviewed regarding the curriculum, mandates, as well as the mission and vision of the child development centers in Polillo. Following this is the conduction of on-site observation that was done for several non-consecutive days to observe the session flow, implementation of the

curriculum and behavior of the learners. After this a semi-structured interview was conducted to get a broader context of the center through the child development worker, while an informal interview was done with the parents who pick-up the children from the center. After these, documents including the National Early Learning Framework and ECCD checklist of each of the children and related literature concerning early childhood development were collected to analyze the learner, the context and the needs of the child development center.

NEEDS ASSESSMENT AND CONTEXT ANALYSIS

The curriculum:

The child development centers and workers in the Philippines follow the National Early Learning Curriculum (NELC) developed by the ECCD council. The NELC focuses on the total development of children. It is rooted in developmentally appropriate practice core considerations on commonality, individuality and context, comprising eight Learning Resource Packages (LRPs) which provides a range of learning experiences for infants to toddler's early development program and pre-kindergarten programs. This is specially designed for ECCD service providers, child development teachers and workers to assist in their roles and responsibilities in the child development centers (ECCD council, n. d.). The manual for NELC can be requested for download on the ECCD council website.

Mission, vision, and mandates from MSWD:

The Municipal Social Welfare and Development (MSWD) of Polillo adopts the mission and vision of the ECCD council according Tracy Ann Azores, one of the head Child Development Worker who facilitates the Barangay Child Development

Centers in Polillo Quezon, one of this is the target locale for this needs analysis, the Paubay Child Development Center. The mission, vision and mandates from the ECCD council is stated below.

Mission

To contribute to nation-building by ensuring that all Filipino children aged 0 to 4 years are provided with developmentally-appropriate experiences to address their holistic needs

- ECCD council (www.eccdcouncil.gov.ph)

Vision

By 2030, the ECCD Council shall have fully implemented a comprehensive, integrative, and sustainable National System for Early Childhood Care and Development throughout the country

- ECCD council (www.eccdcouncil.gov.ph)

Mandate

To implement the National Early Childhood Care and Development System of the Philippines by:

(a) Promulgate policies and implementing guidelines for ECCD programs. in consultation with stakeholders, including the regional level when appropriate, consistent with the national policy and program frameworks as defined in this Act:

(b) Establish ECCD program standards that reflect developmentally appropriate practices for ECCD programs, which shall interface with the kindergarten curriculum of the DepED:

(c) Develop a national system for the recruitment, registration, accreditation, continuing education and equivalency, and credential system of ECCD service providers, supervisors and administrators to improve and professionalize the ECCD sector and upgrade quality standards of public and private ECCD programs:

(d) Develop a national system of awards and recognition to deserving ECCD program implementers and service providers;

(e) Promote, encourage and coordinate the various ECCD programs of the DepED, the DSWD, the DOH, and the NNC, and monitor the delivery of services to the ECCD program beneficiaries nationwide.

(f) Evaluate and assess the impact and outcome of various ECCD programs nationwide through an effective information system:

(g) Develop a national system for early identification, screening and surveillance of young children from age zero (0) to four (4) years:

Applying literature-based and play-based approaches accompanied by non-projected instructional materials in a child development center

- ECCD council (www.eccdcouncil.gov.ph)

This mission, vision and mandates of the council supports the development of child development centers in the Philippines. However, the MSWD council and Barangay Child Development Centers should also have specific mission and vision aligned with these to ensure a more contextual goal for child development.

Enrollment:

The Daycare center initially has 15 children enrolled, but as the time progresses 8 children remain with a few unofficially enrolled learners due to their age of 3 years old. Some of them will repeat or return to daycare at the age of 4 or 4.11 years old in the next school year. This situation is the reason that some of the children stopped going to Daycare, but will return next year for another school year. While some of the children transferred to Daycare centers in the city.

The walkability and management in the center:

The center is a single bungalow that is already shabby and in need of repair or renovation. The ceiling is the major problem with few leaks experienced during a heavy rain. There is one bathroom for all the children, an area where the utensils are located (looks unused for a long period of time), a cabinet where all the books, hygiene kits as well as the first aid kit is located, a small indoor playground, a washing area outside of the building with two sinks made of metalware, a teacher's

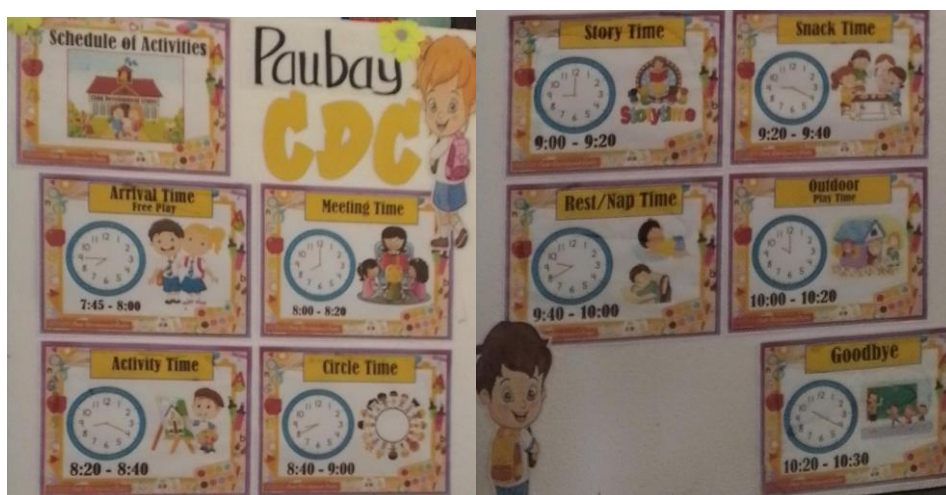
desk, a toy station (wherein most of the toys are unclean), and a cabinet where the children put their belongings including school bags, crayons, and indoor slippers. There is a place where their outputs and artworks are located, although it is rather unsystematic and works are posted randomly. The designs and posters are not updated, with some of it still reusable. In terms of ICT equipment, there are speakers used for nursery songs and national anthem singing, a television that only runs on DVD and the teacher's personal tablet and cellphone where the nursery songs are located. The television needs to be updated with an HDMI or USB port so it can be connected into a laptop. There is often no electricity in the children development center, so the television is unusable, so are the standing fans wherein on hot sunny days, children feel the harsh effect of the weather. The classroom is not ideal for the children as their safety may be at risk in case the ceiling falls due to the old infrastructure that hasn't been renovated for a very long time since 2018. They sound their concerns to the Barangay officials, but three years have passed and still no action has been made. Now, they are appealing to the new Barangay management, but there seems to be an issue in regards to the land where the child development center stands, so no actions have been made for the center renovation.



(Photo taken from Paubay CDC by Shella May Mendoza | March, 4 2024)

Providing a safe environment for the children is a must for all Child development centers. To ensure that the place is safe for children it should be child proof. It means that all of the things and materials in the area will not harm the children (Vain, 2023). However, due to the old infrastructure the children’s safety cannot be ensured specially on the rainy days as they may get wet from the leaking ceiling. A safe environment is also a clean environment, preventing children from acquiring germs and having illness (Vain, 2023). The place is cleaned regularly but deep cleaning is rarely done. Some of the toys are dusty and the utensils as well. Children might contact germs because of this. It can therefore be concluded that the Paubay child development center does not fully abide with standards for a safe environment for children. However, some of the areas are beyond their capacity due to the lack of budget and subsidy from the MSWD and the Barangay.

Daily session proper:



(Photo taken from Paubay CDC by Shella May Mendoza | March, 4 2024)

The session starts at 7:45-9:00 in the morning waiting for the arrival of the students. The children are allowed to do free play around this time. They engage in puzzle play activities and role play games, but they usually run around the classroom and play in the mini playground area, where a small slide is located. At 9:00 the learning session starts with a prayer followed by the national anthem, physical exercise and nursery songs. The children are taught the importance of praying and singing *lupang hinirang*. In addition they are also oriented of what the Philippine flag consists of including the colors and elements in it after the flag ceremony. It is followed by meeting time or casual talk with the children, the daycare worker asks for their time at home such as what they did during the weekends, what they ate for breakfast and their hygiene. It is followed by the story time. The daycare worker picks a book to read for the children and the children listen to the story with a few casual talks and inquiries as the story progresses to make sure they are listening properly. During the story time, the teacher also acts out some actions from the story and draws illustrations in the board to explain some elements of the story. This is followed by activity time where the children can either learn about alphabet letters with their corresponding lowercase and uppercase letters to match, coloring with numbers, or doing art and crafts. The daycare worker does one-on-one guidance to some of the children who cannot follow the activity. It is followed by snack time where students bring their own food and a designated time for free play, but they are not allowed to play outdoors. This is because the center is located near the main road and is close to the forest. It will be unsafe for the children to run around the area with no concrete walls to prevent them from running straight to the road. After free play, nap time is next, although the children don't really sleep at this time and it is only five minutes before the closing time comes up. In the closing or goodbye time the children sing a

song about saying goodbye to the teacher and classmates then they wait for their parents or guardians to pick them up.



(Photo taken from Paubay CDC by Shella May Mendoza | March, 4 2024)

The daily session or routine aligns with the suggested daily routine in the National Early Learning Curriculum. (See photo below for the suggested morning session).

SUGGESTED MODEL FOR DAILY ROUTINE SCHEDULE		TIMETABLE	
A. TWO-HOUR MORNING SESSION	Arrival /Free play	7:45-8:00	All activities are scheduled for 15 minutes but time allotment is flexible depending on the interest of the children on each activity. Transitions songs and rhymes help prompt the next activity.
	Meeting Time	8:00-8:15	
	Activity Time	8:15-8:30	
	Outdoor Time	8:30-8:45	
	Snack Time	8:45-9:00	
	Rest Time	9:00-9:15	
	Circle Time	9:15-9:30	
	Story Time	9:30-9:45	
	Goodbye	9:45-10:00	

(Photo taken from National Early Learning Curriculum uploaded by Eldon Facularin, 2022)

Analyzing the alignment of the sessions to NELC's Learning Resource Package (LRP) no. 6, which contains the suggested activities from Pre-K2 or children ages 4 to 4.11 years old (access the document through this link <https://www.scribd.com/document/634267629/LRP-6-Q1-285-pages-in-all-2-pdf>). It can be seen that the activities provided by the daycare worker are rather randomized rather than following the curriculum suggested activities, but the themes suggested in the curriculum are present. Other suggested activities specifically in introducing alphabet letters are incorporated. Although the lack of activities concerning gross motor and socio-emotional domains is prevalent.

Teaching approach:

There are two daycare workers in the center and have a completely different approach to the children. The first one, is five years in service and is quite strict, holds a stick to scare off naughty children and believes this is a way of fostering discipline so that students could behave. The daycare worker is very strict in fostering manners and right conduct. She encourages the children for self-help rather than doing the tasks for them and delivers activities in a strict manner wherein children need to sit properly with their hands below the desks. She reinforces punishments on naughty children such as having them face the wall in order for them to reflect and separating children's seats from those they play with. On the other hand, the other daycare worker doesn't follow the daily session properly that much as she just started the job three months ago. She also holds a stick during the session but only uses it to point out things on the board and not to actually scare off the children. She is more on pencil and paper activities rather than other stimulating

activities. She used coaxing and talked with children with 'po' and 'opo', the primary sign of respect for elders. The children are more receptive to the latter and listen to her. Both of the child development workers use the children's home language while code switching from English to Tagalog when reading stories.

According to Bronfenbrenner's ecological systems theory, child development is a complex system of relationships that is why educators need to foster positive relationships with children and families as their interaction with the environment matters (Bronfenbrenner, 1974). It can be deduced that children are more receptive to the latter daycare worker because she uses less use punishment for disciplining them. In B. F. Skinner's theory of operant conditioning, a behavior followed by pleasant consequences is likely to be repeated while a behavior followed by unpleasant consequences is unlikely to be repeated (McLeod, 2024). This theory explains the behavior of the first teacher and true to that, the student doesn't go running around the classroom after the punishment. However, the child looks frustrated and refuses to listen attentively. This is an example why the World Health Organization (2021) advises not to use punishment in the classroom or on children as it may cause harmful psychological and physiological responses. Children experience pain, sadness, fear, anger, shame and guilt through punishment but what is concerning is that it may cause psychological stress (WHO, 2021).

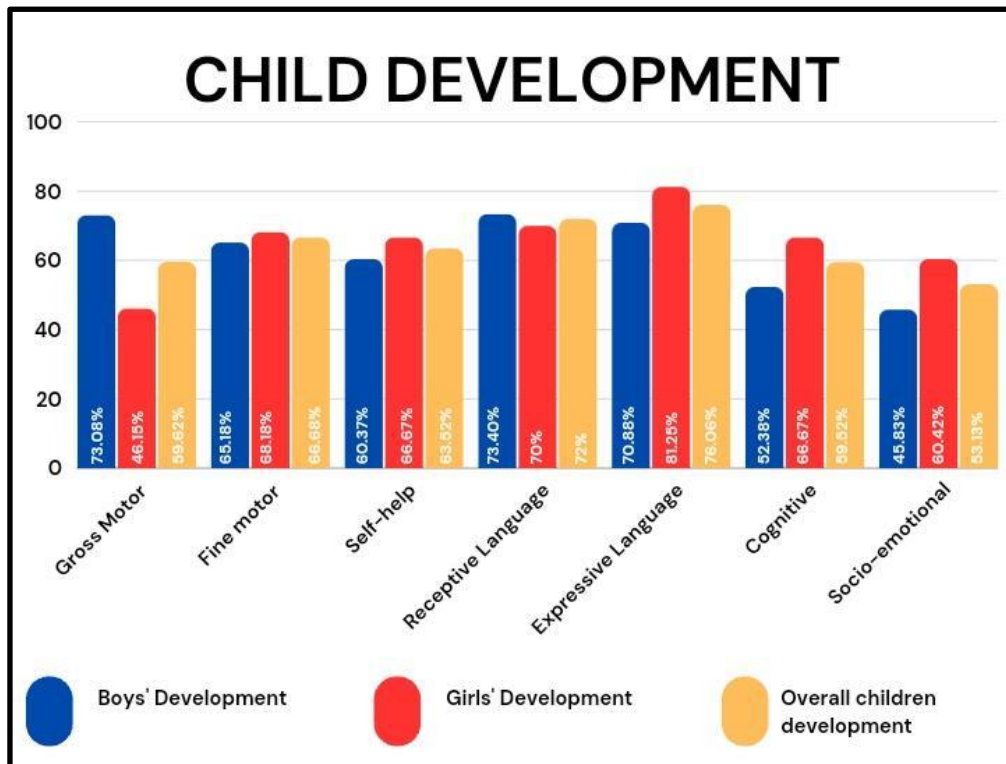
Daycare centers monitor the development of children and also help in developing the seven domains of child development which are gross motor skills, fine motor skills, self-help, reflective language, expressive language, cognitive skills, and socio-emotional skills. In their teaching approach they focus more on the self-help and

cognitive skills development of the children as they lack play-based activities that will also stimulate the development of the other domains. Erickson's psychological theory understands how we develop individual identities and through his theory in practice, children should be offered opportunities for varieties of play experience so that they can explore and choose what to do (Lorina, 2023). There are blocks and puzzles in the play corner of the classroom but it was rarely used through free play or even through activities. Play-based activities are also rarely incorporated into the daily sessions following the Type I Daycare curriculum issued in 2006. The type I curriculum is geared towards traditional primary school wherein organizer subject matter areas are incorporated into the sessions focusing on cognitive literacy and numeracy skills, teacher-directed and children experience is limited to paper-pencil tasks with minimal incorporation of arts and crafts as well as music and movement (UNESCO International Bureau of Education, 2006). As described in this type of curriculum the daily activities and teaching approach reflects the outdated curriculum instead of the prescribed national early learning curriculum from the mandate of MSWD.

LEARNER ANALYSIS

There are eighth children enrolled in the Paubay child development center, almost all of them are 4 years old except for one that is already 5 years old whose age is months early for kindergarten. These children are assessed through an ECCD checklist which monitors their overall development through the seven domains of child development. These seven domains include gross motor skills, fine motor skills,

self-help skills, receptive language, Express language, cognitive skills, and socio-emotional skills. Below is an illustration showing the percentage of their development throughout the seven domains.



It can be seen from the percentages that the strongest domain is the receptive and expressive language while the weakest domain is the socio-emotional domain followed by the cognitive and gross motor domains. Based on the computed checklist, the boys only scored 60, 20, 40, 62, 62, and 40 with an average of 47 which overall development according to the revised Philippine ECCD checklist: Technical and Administration Manual for children ages 4.1-5.0 is equal to 63. The 63 development index falls under significant delay in overall development which should be monitored after 3 months. Similarly girls scored 39 and 44 with an average of 42 and a 56 development index falling for the same interpretation. They are not well

developed from the past 6 months from enrollment and lacking in every developmental domain.

Children's behavior during the observation:

The children were active through singing and dancing activities accompanied by a speaker. They respond well with the lesson but have a short attention span. They easily get distracted from their other classmate's behavior. They receive the teacher well when they are nice and use less punishment. The children who have received punishment during the session have a bad attitude up until the end of the class. The children are able to run around but still trip once in a while. They are responsive with free play concerning puzzles and blocks, but more into role play and running around the area during free play. They were not active during the story telling activity, not until the teacher said that she would give rewards for those who can answer. They easily get bored with paper and pencil activities and would need a one-on-one session with the teacher so the child could finish at the same time with other children.



(Photo taken from Paubay CDC by Shella May Mendoza | March, 4 2024)

The behavior of the children towards rewards and punishment can be explained through B. F. Skinner's theory of operant conditioning, however in regards to their reactions their behavior can be better explained through Albert Bandura's social learning theory which stresses the importance of observational learning. He proposed four processes that influence observational learning which are attention, retention, reproduction and motivation (DeBell, 2020). Children watch the reactions of their peers as well as the teacher, they put more of their attention with the likeness of the teacher and in the activity depending on how their peers react to it. While in regards to motivation, the children, as they observed their peers receiving badges or rewards, started to become active as well. This external reinforcement that is common in teaching children affects their desirable behavior (DeBell, 2020).

Lack of exposure to cognitive stimuli at home

Digital gadgets are relevant nowadays. It can be used to entertain the children at the same time engage them with cognitive stimulating games and videos that can improve their cognitive development (Siregar & Yaswinda, 2022). Although, the children in the child development center are deprived of this interaction, not because the parents want them to avoid the negative impact of technology but because it is not yet within their capacity to engage the children with personal gadgets. Only four of the children have television at home and only a few are exposed to gadgets or cellphones personally owned by their parents. In addition to this, the child development center can't provide this experience to them as well. The center is

rarely supplied with electricity and the television is an outdated version wherein only compact discs or digital video discs played through the DVD player can be used. The downloaded videos for music and movement activities cannot be played visually. Therefore, there is a lack of exposure to cognitive stimulating activities through the lack of interaction with technology. This can be considered as one of the factors affecting the underdevelopment of children in the cognitive domain.

Inactive parent participation

According to the interview with the child development workers, the present batch of parents are not as attentive and participative compared to the last batch in the year 2022-2023. Not all of the children are also accompanied to school by their parents, most of them are their grandparents, aunts and uncles, and some are neighbors whose child also goes to the same Daycare center. The inactiveness of parents might have been one of the reasons for the underdevelopment of children's skills in the seven domains. The lack of parent cooperation and attentiveness may be due to the fact that most of the parents are members of 4Ps, the Pantawid Pamilyang Pilipino program and are young, aging from 28-24 years old. Most of them are from low income families and low educational status which only completed elementary or highschool education. Most of the parents are also working out of town, so the grandparents are the only ones around for some of the children. Some of the parents in an interview are not that attentive with their children at home due to other responsibilities such as working in the rice field or for housewives cleaning their homes. While there are still some guardians and parents that are attentive with their child and have time to teach them alphabet letters and numbers at home. Based on

the observation two of the children are quiet and one of them is un-participative. It was not the same at home though, with the un-participative one. The child is quiet or doesn't speak much but was active at home playing with neighbors. Parental involvement in child development is important in improving children's academic performance, behavior at home and in the classrooms (El Nokali, Bachman, & Votruba-Drzal, 2011). Moreover, children's development also starts at home (Vygotsky, 1978 cited by McLeod, 2024). The child development teachers and workers are only there to help facilitate their child's development.

Conclusion:

The analysis shows the difference of the context of the curriculum and what is put into practice by the child development workers in Paubay Child Development center (CDC). Some of their activities aligned with the curriculum mandated from the MSWD, but most of these activities are not as stimulating as the suggested activities in the LRP no. 6. The structure of their activities is rather more aligned with the out-dated Philippine ECCD curriculum that is more teacher-based and focuses on paper and pencil activities. According to the Learning Resource Package no. 1 which is a guide for NELC and a note for child development teachers/workers, they should always remember that children's early years are foundational thus the dispositions, understanding of concepts and psychomotor skills learned by young children will affect their learning and future development, they need to feel valued and capable thus encouraging self-help and listening to their stories is important, they need to help the child's overall development thus the activities should be able to address the different domains of development, the activities designed should support active

learning thus the importance of dynamic activities which allows the children to be active and moving, and lastly they need to bring diversity inside the classroom and celebrate differences allowing the students to develop their socio-emotional skills (EDDC council cited by Luza, 2019). With this said comes the importance of student-centered activities or child-centered activities as well as play-based activities that will keep the children active and motivated. They need to experience activities that always look new in their eyes to pique their interest in participating in the activities while also incorporating formative activities that will improve their retention. To further improve the development of the children, parents or guardians also need to be active and participative in their child's development to help them grow and achieve the standard development that should be seen in their age.

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APPENDIX D

Instructional plan

THEME: God Created A Beautiful World For Us

DURATION: Two weeks (8 days)

LOCATION: Paubay Child Development Center

ANALYSIS

Demographics:

Learners are composed of 10 children with 8 officially enrolled pre-K2 children. Six of the eight pre-K2 children are males and two are females. The remaining 2 are pre-K1 children, who are females. They are facilitated by one child development worker per session, but the child development center has two child development workers. One is responsible for the sessions and the other on the documents such as the children's developmental evaluation. The latter still facilitates a session from time to time depending on the availability of the former. Almost all of the children are from low-income families and rarely encounter gadgets and multimedia. The report also shows (see Appendix I) that the children are underdeveloped in the seven domains of child development (gross motor, fine motor, receptive language, expressive language, cognitive, self-help, and socio-emotional) expected for their age. The children excel in expressive language and self-help domains, although still underdeveloped for what is expected for their age. However, their gross motor skills,

cognitive skills, and socio-emotional skills are more concerning as these are the top 3 domains with the lowest development among the children.

Prior Knowledge:

Prerequisite skills needed for the lessons:

- Knowledge on things around them
 1. The children are able to identify some of the things around them
(plants, animals, stars, sky, flowers, trees, mountains, etc.)
- Knowledge on Alphabet
 1. The children can identify some of the alphabet letters
 2. The children can write some of the alphabet letters
- Knowledge on colors
 1. The children can identify primary colors (red, yellow, blue), neutral colors (black, white) and secondary colors (orange, green, violet, gray).

Learning Styles:

Based on the observation (see Appendix I), the children are often engaged with paper-pencil base activities and teacher-centered activities. They rarely engage in learner-centered and active learning activities, except through singing and dancing which they reacted to actively. There is no specific learning style reflected from the children, but they are more active in free play and dancing or singing accompanied with multimedia.

DESIGN

At the end of the lesson, the children should be able to;

(Cognitive/intellectual and language development)

- Identify types of land and water, moon and stars distinctively by naming them;
- Describe in which letter the thing's name starts from by sounding it off and writing the letter down;
- Identify the colors of each thing presented to them correctly;

(Physical Health, well being, and motor development)

- Develop balance by imitating the movements of living things;
- Follow steps in action songs with ease;
- Perform appropriate actions in role play activities;

(Creative and aesthetic development)

- Make creative artworks and craft relating to the theme independently and

(Socio-emotional development and character and values development)

- Realize the importance of the things around them through expressive language.

Methods:

- Interactive Instruction
- Play-based approach
- Literature-based approach

Applying literature-based and play-based approaches accompanied by non-projected instructional materials in a child development center

- I do, We do, You do Approach

Media and Materials:

- Projected visuals (Action songs projected through Laptop/tablet, Music through speaker)
- Non- projected visuals (Flannel board, Pulling chart, rolling chart, Flash cards, pictures/photos)

Suggested Session Flow

Activity	Time	Procedure/Materials needed.
Opening Routine	10 minutes	greeting songs, rhymes and action songs.
Motivation Activity	10-20 minutes	Introduce a song, literature, poem or short story connected to the theme of the lesson to motivate the children for the next activity.
Activity 1	20 - 40 minutes	Could be a roleplay

		activity, arts and crafts, sensory activity, physical activity, action song, etc.
Snack time/free play	20 minutes	
Activity 2	20 - 40 minutes	Could be a roleplay activity, arts and crafts, sensory activity, physical activity, action song, etc.
Closing Routine	10 minutes	Goodbye songs, rhymes, and action songs.

DEVELOPMENT

Instructional Plan

Duration: (Two weeks, 8 Sessions/Days)

MODULE 1: LAND AND WATER, MOON AND STARS

DAY 1: Land and Water

Part I: Opening Routine [8:00-8:10 am | 10 minutes]

Applying literature-based and play-based approaches accompanied by non-projected instructional materials in a child development center

Part II: Motivation Activity [8:10-8:30 am | 20 minutes]

Objectives:

At the end of the motivation activity, the children should be able to;

1. Develop their basic concept about the topic for the day
2. Share their ideas on how the world was created.

Material:

- Rolling storyboard
- Story: "Seven days of creation" adopted from the book of Genesis

"Seven days of creation"

Noong unang panahon, ang ating mundo ay napupuno lamang ng kadiliman.

Napansin ito ng ating panginoon, kaya naman inutos niya na magkaroon ng liwanag at nagkaroon nga ng liwanag!

Hinati niya ang liwanag sa dilim.

Ang liwanag ay tinawag niyang araw at Ang dilim ay tinawag niyang gabi.

Sa ikalawang araw nilikha naman ng panginoon ang himpapawid at anyong katubigan.

Napansin ng panginoon na nakakalungkot itong pagmasdan kaya naman...

Sa ikatlong araw ay nilikha ng panginoon ang mga lupa at mga halaman.

Ngunit nakita ng panginoon na mukha pa ring walang laman ang mundo.

Kaya naman sa ika-apat na araw ay nilikha ng panginoon Ang araw at Ang buwan,
Kasama ng mga bituin sa kalangitan.

Napakaganda ng nilikha ng panginoon, ngunit napansin niyang walang magaalaga
dito kaya naman nang
dumating ang ika-limang araw at nilikha ng panginoon Ang mga ibon at hayop sa
tubig.

At ng ika-anim na araw ay nilikha ng panginoon ang mga hayop sa kalupaan pati na
tayong mga tao upang maging tagapangala ng kanyang mga nilikha.

Sa pagsapit naman ng ika-pitong araw ay nagpahinga na ang panginoon.

Procedure:

1. Start the session with the question:

“Mga bata, alam niyo ba kung paano nilikha ang mundo?”

2. Start the story by saying:

*“Hayaan niyong ikuwento ko sa inyo, ganito ang sinabi ng bibliya kung paano
nilikha ang mundo sa aklat ng Genesis”*

3. After the story, ask the children to join the next activity.

Part III:

Activity 1: Tayo ay Maglakbay (Role Play Activity) [8:30-8:50 am | 20 minutes]

Objectives:

The children should be able to:

1. Demonstrate interest and participation in the role play activity;
2. Identify characters and settings in the role play activity;
3. Produce or sound off letters; and
4. Identify colors on what they see on land or water.

Materials:

- Printed 50cmx70cm pictures of types of land and water with a stand; and
- A green and blue set of flags depending on the number of students (Green represents land and blue represents water).

Procedure:

1. Prepare the room for the necessary materials needed for the activity before the children enter the classroom.
2. Orient the children about the activity. Give them the flags to classify land or water. Then, tell them that they are going on a room field trip visiting the different things God created (based from the motivation activity).
3. Have the children pretend that they are going on a field trip and they have to use their imagination to go through different places.

4. Have the children in two lines and make them pretend that they are riding in a bus.
5. Make a stop for every station and ask the children first of what they see before introducing the type of land or water in each station by raising their flags. After introducing the type of land or water and asking the students what letter each of it starts off with and water color they see.
6. After going through all the stations, have the children go back to their seats and ask them what they saw in each station. Then using a flashcard ask the students which type of land or water the letter in the flashcard starts with.

Part IV: Snack time/Free play [8:50-9:10 am | 20 minutes]

Part V:

Activity 2: Land or Water [9:10-9:50 | 40 minutes]

Objectives:

The children should be able to:

1. Identify which is land or water by differentiating them.
2. Realize the importance of land and water.

Materials:

- Flannel Board; and

- Printed pictures of types of land and water.

Procedure:

1. Give each child a picture of a type of land or water in their hands.
2. Have each of them stick the picture in their hands on the flannel board.
3. Talk about the pictures they stuck and its importance.

Part VI: Closing Routine [9:50-10:00 am | 10 minutes]

DAY 2: Living and and non-living things

Part I: Opening routine [8:00-8:10 am | 10 minutes]

Part II: Motivation Activity [8:10-8:20 am | 10 minutes]

Objectives:

At the end of the motivation activity, the children should be able to:

1. Recall the story about the seven days of creation.
2. Develop basic concepts about living things and non-living things.

Materials:

- Rolling storyboard
- Story: "Seven days of creation"

Procedure:

1. Recall the story yesterday.
2. Ask the children about what God did for seven days.
3. Relate the story to the lesson on living things and non-living things.
4. Explain to the children the characteristics of living things and the characteristics of non-living things.

Activity 1: What are Living things and Non-Living Things [8:20-8:40 am | 20 minutes]**Objectives:**

The children should be able to:

1. Express ideas and feelings about living things and non-living things.
2. Recognize the living and nonliving things in different settings.
3. Identify living and nonliving things distinctively from one another.

Materials:

- Cut-out pictures of living things and non-living things
- Printed Labels (At home, Outside, Inside the the classroom)
- Pulling Chart

Procedures:

1. Prepare the necessary materials before the start of the session. Prepare a tall stand where all the objects/pictures are placed.

2. Orient students about living things and nonliving things by putting an example on the pulling chart. Ask the students what they see and have them think if the object is a living thing or non-living thing. Explain why the object you put is a living thing or a non-living thing.
3. Ask the students what living things and nonliving things they see at home, outside their home, or in the classroom. Let them pick a picture from the stand and have them paste it on the pulling chart. Then ask them what they think the picture is of a living thing or a non-living thing. Pull the chart for the correct answer.

Part III: Snack time [8:40-9:00 am | 20 minutes]

Part IV:

Activity 2: I spy with my little eye... [9:00-9:40 am | 40 minutes]

Objectives:

The children should be able to:

1. Differentiate between living and non-living things.
2. Develop hand-eye coordination movement in finding living things and non-living things.
3. Demonstrate enthusiasm and teamwork in participating in the activity

Materials:

- 3D objects of living things and non-living things; and

- 2 buckets, one for the living things and one for the non-living things (depending on the number of students)

Procedure:

1. Prepare the necessary materials needed for the activity and also prepare the classroom for the activity before the students arrive. In preparation for the activity, have the 3D objects scattered around a side in the room far from the reach of children as they initially enter the room.
2. Orient the children about the activity and then group or pair them with one another.
3. Each group or pair of children will be given 2 buckets which they will fill with the living things and nonliving things they see in the classroom.
4. Give them at least 10 minutes to finish collecting the items.
5. After they go back to their stations, let the children present what they have put in their buckets. Ask them what they think the object is a living thing or a non-living thing. Correct the students in any misinterpretation.

Part V: Closing routine [9:00-9:50 am | 10 minutes]

DAY 3: Suns and Rainbows

Part I: Opening routine [8:00-8:10 am | 10 minutes]

Part II: Motivation Activity [8:10-8:30 am | 20minutes]

Objectives:

At the end of the motivation activity, the children should be able to:

1. Recall the story about the seven days of creation.
2. Develop basic concepts about the sun.
3. Develop gross motor skills while following instructions.

Materials:

- Rolling storyboard
- Literature: "Seven days of creation"
- Action song: Mister Sun

Action Song : "Mister Sun"

Oh Mister. Sun, Sun, Mister. Golden Sun (Place hands over head to form a sun)

Please shine down on me (Wiggle fingers while moving down)

Oh Mister. Sun, Sun, Mister Golden Sun (Place hand over head to form a sun)

Hiding behind that tree (Place hands over eyes)

These little children are asking you (Points to children)

To please come out so we can play with you (Claps together with playmates)

Oh Mr. Sun, sun, Mister. Golden Sun (Place hands over head to form a sun)

Please shine down on me (Wiggle fingers while moving down)

Procedure:

Applying literature-based and play-based approaches accompanied by non-projected instructional materials in a child development center

1. Ask the children about what God created on the fourth day.
2. Ask them if they know the song Mister Sun.
3. Sing the song first without action and let the children sing with you
4. Sing the song again line by line together with action and ask the children to copy you.
5. Sing the whole song with action together with the children.

Part III:

Activity 1: The sun shines after the rain! (Make-Up story/Role play activity) [8:30-9:00 am | 30 minutes]

Objectives:

1. Share ideas and feelings about the sun and the rainbow.
2. Develop gross motor skills through a set of actions.
3. Identify and arrange the colors of the rainbow correctly.

Materials:

- Cut-out 20x20cm sun
- A box that looks like a treasure chest
- Three lily pads that fits the children's feet
- A Board with the silhouette of the rainbow and sun.
- strips of colored papers (red, orange, yellow, green, blue, violet)
- tape

- a card with the picture of the rainbow
- speaker
- a downloaded rain sound

Procedure:

1. Have the children stand up and participate in the activity. Have them form two lines.
2. Tell them that the world became colorless as it was raining. They have to make the sun shine by following specific rules to retrieve the colors of the rainbow.
3. After explaining the task, give them a card with the picture of the rainbow, for each color they retrieve the rainbow in the board will have a color.
4. Play a rain sound to set the mood.
5. The first task is to retrieve the color red. In order to do this, the children have to sing "rain, rain, go away".
6. The second task is to retrieve the color orange. The children have to clap their hands three times to obtain it.
7. The third task is to retrieve the color yellow. They have to sing Mister Sun to obtain it.
8. The fourth task is to retrieve the color green. They have to hop like a frog on the lily pads prepared in the room to obtain it.
9. The fifth task is to retrieve the color blue. They have to walk five steps backward to obtain it.
10. The sixth task is to retrieve the color violet. They have to find a treasure chest in the room containing the sun to obtain it.

11. After the children retrieve the colors, have them arrange it on the board according to the card that was given to them.

Part III: Snack time/free play [9:00-9:20 am | 20 minutes]

Part IV:

Activity 3: Sun, our star! (Story time) [9:20-9:50 | 30 minutes]

Objectives:

The children should be able to:

1. Share their own ideas and feelings about the sun confidently.
2. Demonstrate listening skills by recalling parts of the story.
3. Express their feelings about the story.

Materials:

- “Sun: One in a Billion by Stacy McAnulty”

Reference: The Bookworms. (2022). *Sun! 🌞 One in a billion 🌍* - by Stacy McAnulty [Video]. YouTube.

<https://www.youtube.com/watch?v=g1Gkbzs2Qn0>

- Rolling chart

Procedures:

1. Ask the children about what they think about the sun. Let them tell their own stories about it.
2. Tell the children the story of Stacy McAnulty, Sun: One in a Billion to state fun facts about the sun.
3. Ask the children what they understand about the story from time to time while telling the story.
4. After the end of the story, ask the children what they like most about the sun or what they are most amazed about.

Part V: Closing routine [9:50-10:00 am | 10 minutes]

DAY 4: Moon and Stars

Part I: Opening routine [8:00-8:10 am | 10 minutes]

Part II: Motivation Activity [8:10-8:30 am | 20minutes]

Objectives:

At the end of the motivation activity, the children should be able to:

1. Recall the story about the seven days of creation.
2. Develop basic concepts about the moon and stars
3. Develop gross motor skills while following instructions.

Materials:

- Rolling storyboard
- Literature: "Seven days of creation"
- Action song: Mister Moon and Twinkle Twinkle little star

Action Song: "Mister Moon" (tune of Mister Sun)

Oh Mister Moon, Moon, Mister Silver Moon (Place hands over head to form a round moon)

Help me dream tonight (Place hand together on one side of the head to form a sleeping pose)

Oh Mister Moon, moon, Mister silver moon (Form a C with both arms to form a crescent moon)

Hiding behind the clouds (Place hands over eyes)

In this night please give me light, (Wiggle hands like saying hello downwards)

So I can sleep and dream so sweet (Place hand together on one side of the head to form a sleeping pose)

Oh Mister Moon, Moon, Mister Silver Moon (Place hands over head to form a round moon)

Help me dream tonight (Place hand together on one side of the head to form a sleeping pose)

Action song: "Twinkle twinkle little star"

Twinkle twinkle little star (close open hands several times)

How I wonder what you are? (bring shoulders upward with hands and then put hands on temple like a thinking pose)

Up above the world so high (Point the index finger upward, look up and then put the right hand on the forehead while looking up, bring the right hand down and then do the same thing with the left hand)

Like a diamond in the sky (Put the hands up then bring it down like waving hello)

Twinkle twinkle little star (close open hands several times)

How I wonder what you are? (bring shoulders upward with hands and then put hands on temple like a thinking pose)

Procedure:

1. Ask the children about what God created on the fourth day.
2. Tell the children that if there is a song about Mister Sun, there is also a song about Mister Moon and the stars.
3. Sing the song Mister Moon first without action and let the children sing with you
4. Sing the song again line by line together with action and ask the children to copy you.
5. Sing the whole song with action together with the children.
6. Repeat steps 3 to 5 for the song twinkle twinkle little star

Part II:

Activity 1: Let's make a telescope! [8:30-9:00 | 30 minutes]

Objectives:

The children should be able to:

1. Demonstrate progress in fine motor skills when making their own telescopes (cutting, gluing, coloring).
2. Realize the importance of using a telescope.

Materials:

- Card boards or toilet paper rolls
- Glue
- Scissors
- Colored Papers
- Crayons

Procedure:

- Prepare the necessary materials ahead of time.
- Explain to the children what to do and provide an example.
- Do the activity step by step with the children.
- After the activity ask the children where telescopes are used.
- State facts about the telescope.

Part III: Snack time/free play [9:00-9:20 am | 20 minutes]

Part IV:

Activity 2: I spy with my telescope... [9:20-9:40 am 20 minutes]

Objectives:

The children should be able to:

1. Recognize similarities and differences in star and moon cut-outs.
2. Develop teamwork and self-confidence in participating in the activity.

Materials:

- Stars in different shapes and Moon cut-outs in strings
- Board with a star constellation and moon silhouette.
- Children's DIY telescopes

Procedure:

1. Prepare the cut-outs ahead of time before the children's arrival or during their snack time. Stick them around the classroom to make sure students can reach it during the activity.
2. Group the students into two teams.
3. Ask them to bring out their telescopes.
4. Tell them that they have to complete the star and moon puzzles on the board but they have to find each piece using the telescopes.
5. Ask the children to stick the pieces on the board.
6. Whoever finishes first gets a star badge.

Part V: Closing routine [9:40-9:50 am | 10 minutes)

MODULE 2: DIFFERENT PLANTS AROUND US

DAY 1: A Colorful World

Part I: Opening routine [8:00-8:10 am | 10 minutes]

Part II: Motivation Activity [8:10-8:20 am | 10 minutes]

Objectives:

At the end of the motivation activity, the children should be able to:

1. Recall the story about the seven days of creation.
2. Develop basic concepts about the plants

Materials:

- Rolling storyboard
- Literature: "Seven days of creation"

Procedure:

1. Ask the children about what God created on the third day
2. Explain to them on how they should take care of the plants.

Part II:

Activity 1: Scavenger hunt!!! [8:20-8:40 am | 20 minutes]

Objectives:

The children should be able to:

1. Develop basic concepts on colors and sizes
2. Develop concepts of the different plants around us
3. Develop hand and eye coordination movements while playing the game.

Materials:

- Actual plants (found in the surrounding)
- Nature Cameras
- Cutout polaroids
- Tapes
- Crayons

Reference:

<https://www.teacherspayteachers.com/Product/Nature-Camera-Outdoor-Exploration-Literacy-Activity-7298838?ref=hp-ryml&rt=ChM4MjQ5Mzc5MDg4NjA0MzU3MzMyEA0aI2hvbWUtcGFnZS1fcmVjb21tZW5kZV8xNTk0NTYzMDQ4OTkwIhtob21lLXBhZ2UtcnltbC11c2VyLXJlYy1jdHloAA>

Procedure:

1. Prepare the children for going outside the classroom. (It can be just outside the room where they see the surroundings, but not far from the center). Then tell them to form two lines, holding each other's hands and give them each a nature camera and 3 pieces of cutout polaroids.

2. Have the students draw what they think are the plants God created in their surroundings in each of the polaroid or tape souvenirs of their trip.
3. After the scavenger hunt, have all the students seated in their respective chairs.
4. Ask them of the pictures they drew or items they collected outside. Ask them about its color and size and what they think it is.

Part III: Snack time/free play [8:40-9:00 am | 20 minutes]

Part IV:

Activity 2: Beauty of Leaves (Sensory Play) [9:00-9:20 am | 20 minutes]

Objectives:

The children should be able to:

1. Develop their artistic skills
2. Recognize basic colors and sizes
3. Develop their fine motor skills through tracing and coloring

Materials:

- Dried leaves
- Crayons
- A printed mask in a bond paper

Procedure:

1. Orient the children about the activity and ask them of what they have observed from the previous activity they did outside.
2. Start the activity by demonstrating what to do, which is tracing out leaves to form a crown on the mask. Then let them do the activity individually.
3. The children should be able to have a similar output below.

[Example output]



Part V: Closing routine [9:20-9:30 am | 20 minutes]

DAY 2: How plants grow!

Part I: Opening routine [8:00-8:10 am | 10 minutes]

Part II: Motivation Activity [8:10-8:20 am | 10 minutes]

Objectives:

Applying literature-based and play-based approaches accompanied by non-projected instructional materials in a child development center

At the end of the motivation activity, the children should be able to:

1. Develop basic concepts on the parts of plants

Materials:

- Rolling storyboard
- Literature: “Ang Maliit na buto”

“Ang Maliit na buto”

Mula sa malayong lugar buhat buhat ng isang malaking ibong ang mga maliliit na buto.

Sa kanyang paglipad isang malakas na hangin ang umihip at nalaglag ang isa sa mga butong dala-dala nito.

Napadpad ang isa sa mga maliliit na buto sa kapatagan.

Ang maliit na buto ay matagal na nanatili Dito.

Inabutan na ito ng ulan at sumunod naman ay sikat ng araw at doon nagsimulang magkaugat ito.

Umugat ito ng umugat hanggang sa magsimula itong umangat sa lupa.

Makalipas ang ilang araw ay nagkaroon ito ng mga maliliit na dahon.

Hanggang sa ito'y lumaki ng lumaki ng lumaki...

Pagkalipas ng mahabang panahon ang maliit na buto ay isa ng malaking puno.

May matabang troso at mayabong na mga sanga.

Magandang bulaklak at hitik na bunga.

Procedure:

1. Narrate the story to the children.
2. After that ask the children about the story and what the plants grew.

Activity 1: Parts of Plants and trees (Puzzle | Whole Class Activity) [8:20-8:50 | 30 minutes]

Objectives:

The children should be able to:

1. Develop basic concepts on the parts of plants and trees by relating labels to each part.
2. Demonstrate teamwork in doing the activity by arranging the puzzle parts of the tree.
3. Produce and sound off initial letters of the tree/plant.

Materials:

- cut-outs of parts of a tree
- Tape
- Printed labels of the parts of trees and plants
- Real plant
- Note: use a tree that the children usually sees like the one below.



(Illustration of a mango tree and its parts)

Procedures:

1. Recall the story about “Ang Maliit na Buto”
2. Orient the children about the activity by presenting each individual part of the plant or tree.
3. First show a real plant and describe each part to the students by asking them “What part is this?”. Then show each of the cut-out parts of the tree and describe each part to the children by again asking first “What part is this?”
4. Sound-off the initial letters of the labels and let the children repeat after you.
5. Ask the children to arrange each part of the tree based on what they understand earlier when you describe the parts of the plants.
6. After the children arrange the puzzle pieces of the tree, evaluate their work together with them then show the labels one by one by holding it and reading each of it. Then ask the children in which part from the puzzle they arrange the label by saying “Where does (part of the plant) should be put?”
7. Ask one of the children to stick the label on the board where the puzzle is located.

Part III: Snack time (8:50-9:10 am | 20 minutes)

Part IV:

Activity 2: Let's Grow plants! (Planting activity) [9:10-9:40 am | 30 minutes]

Objectives:

The children should be able to:

1. Express their idea on how seeds grow from seeds to plants and seeds to fruits.
2. Demonstrate progress in fine motor skills by planting and taking care of plants.
3. Develop responsibility by taking care of plants.

Materials:

- Visual diagram of how seeds turn to plants and how seeds turn to fruits.
- Trowel
- Planting bags
- Plant/s
- Water

Procedure:

1. Show the children pictures of Mango, tomatoes, eggplants (any other three combinations of types of plants.)

2. Ask them to name the picture of plants and where it is used.
3. Show them seeds and/or seedlings of the example pictures of plants.
4. Ask the children where they think the seeds/seedlings came from.
5. Explain through the visual diagram how seeds turn to plants and/or fruits.
6. After that, ask the children to go outside to plant the seed/seedling in their planting bags.
7. Ask them to share their experience of taking care of plants while they do the activity.
8. Monitor every morning if the children take care of the plants.

Part V: Closing routine (9:40-10:00 am | 10 minutes)

DAY 3: Fruits and vegetables

Part I: Opening routine [8:00-8:20 am | 20 minutes]

Part II: Motivation Activity [8:10-8:20 am | 10 minutes]

Objectives:

At the end of the motivation activity, the children should be able to:

1. Develop basic concepts about fruits and vegetables.

Material:

- Song: Ten little fruits (Tune of Ten little Indians)

One little, two little, three little berries
Four little, five little, six little cherries
Seven little, eight little, nine little strawberries
Ten little healthy fruits

One little, two little, three little apples
Four little, five little, six little mangoes
Seven little, eight little, nine little Melons
Ten little healthy fruits

- Song: Bahay Kubo

Bahay Kubo, kahit munti
Ang halaman Doon ay sari-sari
Singkamas at talong
Sigarilyas at Mani
Sitaw, baraw, Patani
Kundol, patola, upo't kalabasa
At Saka Meron pang labanos, mustasa
Sibuyas, kamatis, bawang at luya
Sa paligid-ligid ay puno ng linga.

Procedure:

1. Sing the song first.
2. Sing the song together with children.
3. Let the children sing the song on their own.

4. Ask the children what fruits or vegetables they heard from the song.

Part III:

Activity 1: Fruits and vegetables [8:20-8:40 am | 20 minutes]

Objectives:

The children should be able to:

1. Identify fruits and vegetables
2. Express their appreciation on the importance of fruits and vegetables to our health.
3. Sound off the initial letter of the fruit or vegetable.

Materials:

- Pulling Chart
- Printed pictures of fruits and vegetables.
- Labels of fruits and vegetables.

Procedure:

1. Recall the previous activity and then tell the children to identify which is a fruit or vegetable.
2. Using the pulling chart, show the picture of a fruit or vegetable.
3. Ask the children if the picture is a fruit or vegetable and what kind of fruit or vegetable it is.
4. Have one of the children identify which are fruits and which are vegetables through the pulling chart.

5. Read the name of the fruit or vegetable by sounding the first letter first and have the children repeat after you.

Part III: Snack time (8:40-9:00 am | 20 minutes)

Part IV:

Activity 2: Si Chacha ang pihikang bata [9:00-9:20 am | 20 minutes]

Objectives:

The children should be able to:

1. Express their perceptions in eating fruits and vegetables.
2. Reflect on the importance of fruits and vegetables.

Materials:

- Rolling chart
- Printed story
- Story: Si cha-cha ang pihikang bata.

“Si Chacha ay isang pihikang bata.

Lagi siyang nagrereklamo kapag pinapakain ng prutas at gulay.

Lagi siyang tumatangi kapag pinapakain siya ng kanyang Nanay ng masustansyang pagkain.

“Ayaw ko ng karots at patatas!”

“Ayaw ko!”

“Hindi ko gusto ang mansanas!”

“Ayaw ko din ng Saging at orange!”

Sabi ni chacha sa hapagkainan.

Isang araw sinabi ng guro nila Chacha, si Bb. Dorothy, na “Mga bata, mayroon akong magandang balita para sa inyo, magkakaroon tayo ng palaro sa susunod na buwan. Magkakaroon ng maraming aktibidad at ito’y ikatutuwa ninyo. Kapag sumali kayo, maari kayong manlo ng mga premyo! Bukas, ay mageensayo tayo.”

Labis na nasasabik si Cha-cha para sa araw ng palaro.

Mahilig siyang tumakbo at manalo ng premyo.

“Lalaro ako sa lahat ng paligsahan!”

“At tatakbo Ako ng mabilis!”

Sa araw ng ensayo, mabilis na tumakbo sila Chacha at ang kanyang mga kaibigan matapos Ang hudyat ng kanilang guro na “*Ready, set, go!*”

Habang tumatakbo, mabilis na nakarating ang kanyang mga kaibigan sa *Finish line*, samantalang pagod na pagod si Cha-cha.

“Ang bilis naman nilang tumakbo”

“Bakit ako pagod na pagod?”

“Bakit hindi nila ako kasing bilis?”

Malungkot na wika ni Chacha.

Naupo si Cha-cha sa ilalim ng puno habang nakapangalumbaba.

Doon ay napansin siya ni Bb. Dorothy.

“Chacha, nalulungkot ka ba dahil di ka makatakbo na kasing bilis ng mga kaibigan mo?”

Malumanay na tanong ni Bb. Dorothy.

“Opo, gusto ko pong tumakbo gaya nila.”

Sagot naman ni Chacha.

“Chacha, kung gusto mong tumakbo ng mabilis katulad nila, dapat mong alagaan ng mabuti ang iyong katawan sa pagkain ng prutas at gulay. Pag ginawa mo ito makakatakbo ka na ng mabilis at maaari ka pang manalo!”

Pagkumbinsi ni Bb. Dorothy Kay Chacha.

“Talaga po Bb. Dorothy?”

Natutuwang tanong ni Chacha.

“Oo naman, Chacha!”

Sagot ni Bb. Dorothy.

Nang umuwi sa bahay si Cha-cha,

Nagulat ang kanyang Nanay.

“Nanay, gusto ko pong kumain ng prutas at gulay!”

Wika ni Chacha.

“Talaga ba Chacha?”

Natutuwang tanong ng kanyang Nanay.

“Sabi po ni Bb. Dorothy, ay Makakatakbo daw po ako ng mabilis pagkumain ng prutas at gulay!”

Wika ni chacha.

“Tama si Bb. Dorothy, Chacha!”

Nakangiting sabi ng kanyang Nanay.

Kumain si Cha-cha ng prutas at gulay ng Hindi nagrereklamo.

“Masarap pala Ang karots at patatas!”

“Gusto ko ng saging, mansanas at pati na rin ng orange sa aking baon!”

Matapos ang isang araw, napansin ni Chacha na nakakatakbo na siya ng mas mabilis ng hindi napapagod.

Kaya naman ng dumating Ang araw ng palaro, mabilis na nakakatabo si Chacha sa mga paligsahan at madalas na nananalo ng mga papremyo.

“Yehey!!! Panalo ako, salamat sa mga prutas at gulay na kinain ko!”

Masayang masayang wika ni Chacha.

Reference: ChuchuTV Storytime for kids. (2020). *Chacha the fussy eater*.

YouTube [Video] https://youtu.be/6mg_pUVbJoc?feature=shared

Procedure:

1. Tell the story to children with matching actions.
2. Ask the children about what they have learned from the story.
3. Have the children reflect on the importance of fruit and vegetables.

Part V: Closing routine (9:20-9:30 am | 10 minutes)

DAY 4: Plants: A gift from God

Part I: Opening routine [8:00-8:10 am | 10 minutes]

Part II: Motivation Activity [8:10-8:30 am | 20 minutes]

Objectives:

Applying literature-based and play-based approaches accompanied by non-projected instructional materials in a child development center

At the end of the motivation activity, the children should be able to:

1. Express their understanding about eating healthy fruits and vegetables.

Materials:

- Big book
- Short story: The very hungry caterpillar by Eric Carle

Procedure:

1. Read the story about the very hungry caterpillar
2. Cut the story up until the caterpillar feel sick by eating sweets.
3. After the story, ask the children the following questions:
 - What did the caterpillar eat at the beginning?
 - Why did the caterpillar feel sick?
 - What should the caterpillar eat to be healthy?

Part II:

Activity 1: Let's go to the farmer's market! (Role play) [8:30-9:00 am |30 minutes]

Objectives:

The children should be able to:

1. Count numbers in set 1 to 20
2. Relate objects with numbers
3. Demonstrate basic concepts in addition up to the sum of 10

Materials:

- Cut-out fruits and vegetables or 3D fruits and vegetables

- Small desks and chairs (for the fruits and vegetables).
- Mini baskets or bag

Procedure:

1. Ask the children to count 1 to 20 first before starting the activity.
2. Then have the children pretend that they are going to the market to buy the caterpillar healthy fruits and vegetables so it can be a butterfly.
3. Select four children to pretend as the Farmer selling fruits and vegetables and the remaining children will be the buyers.
4. After establishing the roles. Play and task the children to buy fruits and/or vegetables not exceeding 20 pieces in the Farmer's Market.
5. Observe the children pretending to be the farmer on how they count the Fruits and vegetables being sold.
6. While asking the children pretending to be buyers to count the Fruits and/or vegetables he bought back for home.
7. After all the children have participated as a buyer and Farmer, you can end the activity.

Part III: Snack time (9:00-9:20 am | 20 minutes)

Part IV:

Activity 2: Plants: A gift from God! (Summarizing activity) [9:20-9:40 am | 20 minutes]

Objectives

The children should be able to:

1. Develop their creative skills by drawing.
2. Express their thoughts and feelings on the importance of plants.

Materials:

- Bond Paper with printed wings of a butterfly.
- Crayons

Procedure:

1. Recall the story of the hungry caterpillar. Continue the story where you left off.
2. Have the children imagine the appearance of the butterfly after it flies out of the pupa.
3. Ask the children about their drawings.
4. Have them reflect about the importance of plants based on the hungry caterpillar story.

Part V: Closing routine (9:40-9:50 am | 10 minutes)

EVALUATION

Children Performance:

Use the objectives of each activity and rate on the scale of 1-5 how the children perform with 1 being the poorest performance and 5 as the highest. Put a comment on where the children perform well and/or poorly. Use the table below as a guide.

Objectives	5	4	3	2	1	Comment/s

Method and Media Effectiveness:

Use the questionnaire below to determine the effectiveness of the methods and media used in each session.

Assessment	YES	NO
Did the children respond well to the methods and media?		
Are the children active during the activity?		
Did the children find the activity hard?		
Did the children enjoy the activity?		
Are the children enthusiastic in participating in the activity?		
Are the instructions/ procedures easy to follow and understand?		
Are the instructions readable?		
Are the instructional materials easy to make?		
Are the instructional materials easy to use?		

Instructor Performance:

Rate your performance on the scale of 1-5 with 1 being the poorest performance and 5 as the highest. Put a comment on where you should improve and where the children respond well. Use the table below as a guide.

Assessment	5	4	3	2	1	Comments
How well did I execute the activities?						
How well did I follow the procedures?						
How well did I follow the objectives?						
How active are the students during the activity?						
How well do the children respond to my approach?						

APPENDIX E

Documentation

(DAY 1 VLOG)

Access here:

https://youtu.be/SyyjLzD5HTk?si=feCiV-Wca3ECr5_8

(DAY 2 VLOG)

Access here:

<https://youtu.be/07YLNTH6-8Q?si=OCKb7ocTjGdgDjVJ>

(DAY 3 VLOG)

Access here:

https://youtu.be/VtCfuhwrOig?si=HfSHjn8x8yE9wl_R

APPENDIX F

Consent form for photo and video release forms

APPENDIX G

Evaluation Tool

Instructor's Performance:

Rate your performance on the scale of 1-5 with 1 being the poorest performance and 5 as the highest. Put a comment on where you should improve and where the children respond well. Use the table below as a guide.

Assessment	5	4	3	2	1	Comments
How well did I execute the activities?		/				Enjoyable execution.
How well did I follow the procedures?		/				Hindi man maunod ang procedure, dapat ay magawa lahat ng activity at matapos sa tamang oras.
How well did I follow the objectives?		/				through lesson proper at, at the end of the lesson nalista at sumakas ang objective.
How active are the students during the activity?		/				Active participation of the students depends upon the active execution of the activities.
How well do the children respond to my approach?		/				Kung hindi agad makilala o mainindohan ng katin, may kaka-handa dapat bagong approach na mas ma-kumpleto agad ng katin.

ACTIVITY 1: Maglakbay Tayo!

Children's Performance:

Use the objectives of each activity and rate on the scale of 1-5 how the children perform with 1 being the poorest performance and 5 as the highest. Put a comment on where the children perform well and/or poorly. Use the table below as a guide.

Objectives	5	4	3	2	1	Comment/s
Demonstrate interest and participation in the role play activity.		/				Mas active sila during activities, especially kung Sasakahan ng laro.

Identify characters and settings in the role play activity.		/				Nalatala ang mga tauhan at pangyayari sa kwento, pero much better sa mga (ang nagin) video with audio mas interesting.
Produce or sound off letters.		/				Di masyadong nudaan ng lesson, happy ang mga siguro.
Identify colors on what they see on land or water.	/					Nalatala ng bata ang lalag base sa luntang bahagi, (even) dahil sa mga larawan ng specimen na nalimbaga ng land at water.

Method and Media Effectiveness:

Use the questionnaire below to determine the effectiveness of the methods and media used in each session.

Assessment	YES	NO
Did the children respond well to the methods and media?	/	
Are the children active during the activity?	/	
Did the children find the activity hard?		/
Did the children enjoy the activity?	/	
Are the children enthusiastic in participating in the activity?	/	
Are the instructions/ procedures easy to follow and understand?	/	
Are the instructions readable?	/	
Are the instructional materials easy to make?	/	
Are the instructional materials easy to use?	/	

Notes:

Madaling maunaman ang topic dahil sa maraming example, ng picture at iba pang activity.

Instructor's Performance:

Rate your performance on the scale of 1-5 with 1 being the poorest performance and 5 as the highest. Put a comment on where you should improve and where the children respond well. Use the table below as a guide.

Assessment	5	4	3	2	1	Comments
How well did I execute the activities?		/				In an enjoyable way.
How well did I follow the procedures?		/				Di man nasaunad ang procedure, ang maha-laga ay matapos sa tamang oras at may natutunan
How well did I follow the objectives?		/				Lesson proper,
How active are the students during the activity?		/				Pakil sinamahan ng laod ang activity nasa nag-enjoy sila sa gamang approach
How well do the children respond to my approach?		/				Nag-enjoy sila at nahinig habang nasa klase.

ACTIVITY 2: Land or Water

Children's Performance:

Use the objectives of each activity and rate on the scale of 1-5 how the children perform with 1 being the poorest performance and 5 as the highest. Put a comment on where the children perform well and/or poorly. Use the table below as a guide.

Objectives	5	4	3	2	1	Comment/s
Identify which is land or water by differentiating them.	/					Sa tulang ng mga karaman madaling napanghaning ng mga kata ang pag-kakabit ng land at water.
Realize the importance of land and water.	/					Malaking tulong ang tipik na ita para maipindala ng mga kata ang kahalagahan ng land at water.

Method and Media Effectiveness:

Use the questionnaire below to determine the effectiveness of the methods and media used in each session.

Assessment	YES	NO
Did the children respond well to the methods and media?	/	

Are the children active during the activity?	/	
Did the children find the activity hard?		/
Did the children enjoy the activity?	/	
Are the children enthusiastic in participating in the activity?	/	
Are the instructions/ procedures easy to follow and understand?	/	
Are the instructions readable?	/	
Are the instructional materials easy to make?	/	
Are the instructional materials easy to use?	/	

Notes:

More modeling reinforcement ng bata ang lesson kung
 hindi masyadong malalamang ang palihang, simpleng palihang,
 more on examples at edependang approach sa
 lathalaing ng bata.

Instructor's Performance:

Rate your performance on the scale of 1-5 with 1 being the poorest performance and 5 as the highest. Put a comment on where you should improve and where the children respond well. Use the table below as a guide.

Assessment	5	4	3	2	1	Comments
How well did I execute the activities?		/				
How well did I follow the procedures?		/				
How well did I follow the objectives?		/				
How active are the students during the activity?		/				
How well do the children respond to my approach?		/				

**DAY2:
MOTIVATION ACTIVITY (2)**

Children's Performance:

Use the objectives of each activity and rate on the scale of 1-5 how the children perform with 1 being the poorest performance and 5 as the highest. Put a comment on where the children perform well and/or poorly. Use the table below as a guide.

Objectives	5	4	3	2	1	Comment/s
Recall the story about the seven days of creation.		/				Narecall namam any puny- yayari but hindi sya sumod -sumod.
Develop basic concepts about living things and non-living things	/					Medyo nalito sila sa Suzakyan which is tumutalo sa umuanday, akala nila living things, but by giving more examples, haramasap din nila.

Method and Media Effectiveness:

Use the questionnaire below to determine the effectiveness of the methods and media used in each session.

Assessment	YES	NO
Did the children respond well to the methods and media?	/	
Are the children active during the activity?	/	
Did the children find the activity hard?		/
Did the children enjoy the activity?	/	
Are the children enthusiastic in participating in the activity?	/	
Are the instructions/ procedures easy to follow and understand?	/	
Are the instructions readable?	/	
Are the instructional materials easy to make?	/	
Are the instructional materials easy to use?	/	

Notes:

Instructor's Performance:

Rate your performance on the scale of 1-5 with 1 being the poorest performance and 5 as the highest. Put a comment on where you should improve and where the children respond well. Use the table below as a guide.

Assessment	5	4	3	2	1	Comments
How well did I execute the activities?		✓				Playing while learning.
How well did I follow the procedures?		✓				Easy procedure.
How well did I follow the objectives?		✓				
How active are the students during the activity?		✓				Very active.
How well do the children respond to my approach?		✓				Kung among tinimong lu sa kamita kinasagat nila.

ACTIVITY 1: What are Living things?

Children's Performance:

Use the objectives of each activity and rate on the scale of 1-5 how the children perform with 1 being the poorest performance and 5 as the highest. Put a comment on where the children perform well and/or poorly. Use the table below as a guide.

Objectives	5	4	3	2	1	Comments
Express ideas and feelings about living things and non-living things.	✓					Natukoy ng mga kata kung ang nasasa larangan ay may buhay o walang buhay
Recognize the living and nonliving things in different settings.	✓					Natukoy at nasabi ng kata kung mga larangan he natukulat sa salig ay may buhay o walang buhay.

Identify living and nonliving things distinctively from one another.		✓				Natukoy ng kano ang kanoat katay tung saan ito nabibilang, subalit may kumuking kalikutan pangdating sa kasakyan.
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Method and Media Effectiveness:

Use the questionnaire below to determine the effectiveness of the methods and media used in each session.

Assessment	YES	NO
Did the children respond well to the methods and media?	✓	
Are the children active during the activity?	✓	
Did the children find the activity hard?		✓
Did the children enjoy the activity?	✓	
Are the children enthusiastic in participating in the activity?	✓	
Are the instructions/ procedures easy to follow and understand?	✓	
Are the instructions readable?	✓	
Are the instructional materials easy to make?	✓	
Are the instructional materials easy to use?	✓	

Notes:

Nakataling ang pagbibigay ng palaw tung saan ang sandatang grupo ay sumali sa laro, itang grupo na kukuha ng laruan (living things) at ang kabila (non living things) at nag-enjoy sila sa kanilang ginawa.

Instructor's Performance:

Rate your performance on the scale of 1-5 with 1 being the poorest performance and 5 as the highest. Put a comment on where you should improve and where the children respond well. Use the table below as a guide.

Assessment	5	4	3	2	1	Comments
How well did I execute the activities?		✓				
How well did I follow the procedures?		✓				

How well did I follow the objectives?		✓				
How active are the students during the activity?		✓				
How well do the children respond to my approach?		✓				

ACTIVITY 2: I spy with my little eye...

Children's Performance:

Use the objectives of each activity and rate on the scale of 1-5 how the children perform with 1 being the poorest performance and 5 as the highest. Put a comment on where the children perform well and/or poorly. Use the table below as a guide.

Objectives	5	4	3	2	1	Comment/s
Differentiate between living and non-living things.	✓					Madali na para sa kanila na magpugkumpara ang living + non living things dahil sa nararong activity.
Develop hand-eye coordination movement in finding living things and non-living things		✓				Puring the activity, if di agad nasabi kung sino nati kulang ang bagay need na tanungin ang kata hal. ang truth ba ay may buhay?
Demonstrate enthusiasm and teamwork in participating in the activity	✓					Each group ay nagparticipate sa paghanap ng bagay na kaulangan nila at malagay sa basket. ?then mag-aag-iwan sila, at mag matibay para hanapin ang bagay na pinang

Method and Media Effectiveness:

Use the questionnaire below to determine the effectiveness of the methods and media used in each session.

Assessment	YES	NO
Did the children respond well to the methods and media?	✓	
Are the children active during the activity?	✓	
Did the children find the activity hard?		✓
Did the children enjoy the activity?	✓	
Are the children enthusiastic in participating in the activity?	✓	
Are the instructions/ procedures easy to follow and understand?	✓	
Are the instructions readable?	✓	

Are the instructional materials easy to make?	/	
Are the instructional materials easy to use?	/	

Notes:

like what Ive said pag ang learning ay kinalaman ng
 laro mas madali nilang maintindihan, nage-enjoy sila
 while natututo.

APPENDIX H

Special Project Evaluation

EDS 199–Special Project Instructional Materials Rubric

The instructional materials you developed will be evaluated using this rubric. You may use this guide you in developing the instructional materials for your project.

Criteria and Standards	Strongly Agree (5 pts)	Agree (4.5 pts)	Neutral (4 pts)	Disagree (3.5pts)	Strongly Disagree (3 pts)
Content and Information					
Are aligned with and relevant to the subject matter, lesson topic, and learning Objectives	/				
Are current and accurate	/				
Are appropriate to the learners' characteristics and backgrounds (e.g. age, abilities, and culture)	/				
Promote high order thinking skills, multiple intelligences, and critical, creative, and practical thinking	/				
Facilitate understanding and application of concepts	/				
Make connection with prior knowledge		/			
Are free from biases (cultural, gender, racial, religious) and stereotypes	/				
Encourage self-regulation, application of met-cognitive skills, and personal Responsibility		/			
Design, Quality, and Accessibility					
All the developed technologies and resources support the achievement of the aims and objectives of the instructor and the learning outcomes for learners*		/			
Show originality and creativity	✓				
Are durable, easily stored and transported, and accessible to the students		/			
Can be easily updated, modified, adapted, and customized		/			
Work properly and easy to manipulate or navigate		/			
Can be easily used by students with minimal supervision or assistance required		/			
Promote interactivity and students' active involvement in learning and knowledge Construction	/				
Design (choice and use of typefaces, colors, and multimedia resources [images, audio, video]) or layout manifest balance, proportion, harmony, and restraint (not cluttered, distracting, and confusing) or high technical quality	/				
Texts and visual elements are legible and readable/ Audio resources are audible and clear/ Videos are visible and audible	/				
Allow learners to be in control and assist them in achieving the learning outcomes*	/				
Learning resources are varied in terms of the multimedia content and multi-modal delivery channels*	/				
Organization and Presentation					
Logical sequence of materials is present/ pacing is appropriate/ transitions are smooth and effective		/			
Content and directions are clear and understandable		/			
Language used is clear, appropriate, and grammatical	/				
Catch students' attention and interest (motivating)	/				
Score	0	0	0	0	0
Total Score	0				
Developed based on the following resources: Annette Lamb's Building Treehouses for Learning: Technology in Today's Classrooms available at http://eduscapes.com/treehouses/ Dr. Raymond S. Pastore's Multimedia Project Evaluation Rubric available at http://teacherworld.com/multimediarubric.html State Instructional Materials Review Association's Criteria in the Evaluation of Instructional Materials. Available at http://nasta.org/CommonCriteria_OnePageScoreSheetVersionPDF.pdf *Martin Debattista. (2018). A comprehensive rubric for instructional design in e-learning. <i>The International Journal of Information and Learning Technology</i> , 35 (2), 93-104.					

**EDS 199-Special Project
Instructional Design
Rubric**

The lesson demo will be evaluated using this rubric. You may use this to guide you in developing and implementing your lessons.

Criteria	Strongly Agree (5 pts)	Agree (4.5 pts)	Neutral (4 pts)	Disagree (3.5pts)	Strongly Disagree (3 pts)
Learning Unit					
a. Instructional Objectives					
The learning objectives are specific (states specifically the behavior to be observed).	/				
The learning objectives are observable (uses action words that can be clearly observed).	/				
The learning objectives are measurable.	/				
The learning objectives are achievable given the context and the available time and resources.	/				
The components of the learning objectives are complete (behavior, condition, and performance).	/				
The learning objectives are meaningful.	/				
b. Opening					
The opening includes a guide or an activity that would clearly convey to the students:	/				
- what they are going to learn in the session/ lesson	/				
- the significance and relevance of the instruction/ lesson/ course	/				
- how the lesson/instruction relates to what has been done/learned previously.	/				
- communicates to students how the learning will occur.	/				
The opening provides a motivational activity that stimulates students' interest and desire to learn more about the lesson.	/				
- The opening engages the students and makes clear any behavioral expectations unique to the particular plan	/				
- The opening assesses students' understanding of the lesson's purpose and procedure by allowing them time to ask clarifying questions about the purpose of the lesson or the final product, and/or by asking them to summarize what it is that you want them to take away from the lesson opening.	/				
- It is specified how expectations of behavior will be communicated and modeled to the students.	/				
c. Instruction Proper					
The instruction:					
- clarifies how the activities align to the learning objectives.	/				
- is sequenced coherently and logically to maximize learning.	/				
- provides opportunities for active exploration and application of process skills.		/			
- provides hands-on experience.		/			
- provides scaffolds for practice exercises and learning		/			
- provides opportunities for students to discover and construct knowledge, and be actively engage in their learning.	/				
- provides opportunities to express their own explanations and ideas first before the teacher provides an explanation.		/			
- uses multiple approaches for discovering, presenting, and processing new information.	/				
- provides students assistance in exploring the concepts, phenomena, ideas of the Lesson	/				
- helps the students discuss and reflect on their findings, data, and analyses, and see what others found, to compare their idea to other students' and experts on the topic.	/				
- emphasizes and reiterates key points without glossing over ideas or drowning students in detail.		/			
- targets potential misunderstandings and checks for understanding.		/			
- has provisions for monitoring and correcting student performance.	/				
- provides extra opportunities for students to go beyond the intended objective – finding analytic, creative or practical applications – to discover deeper meaning to their learning.	/				
- is paced in a way that supports student learning – giving ample time for guided and independent practice, exploration, elaboration, and evaluation.		/			

Criteria	Strongly Agree (5 pts)	Agree (4.5 pts)	Neutral (4 pts)	Disagree (3.5pts)	Strongly Disagree (3 pts)
Closing					
An activity that will assist students in taking personal and/or social responsibility for the concepts and ideas they researched, developed, and learned is provided.		/			
This final stage of the lesson reinforces the lesson objective (reemphasizes and clarifies the objectives and its significance).		/			
The closing part of the lesson provides an opportunity to reflect, check for student understanding, and self-evaluate.	/				
Instructional Approaches and Strategies					
The instructional approaches and strategies are aligned with the learning objectives.	/				
The instructional approaches and strategies facilitate the achievement of the learning objectives.	/				
The instructional approaches and strategies are appropriate to the students' developmental level, ZPDs, needs, and contexts.		/			
The instructional approaches and strategies are appropriate to the available time and resources.	/				
There is a clear specification of desired behaviors to be achieved and guide on how to achieve them.		/			
A variety of learning resources and technology that enhances learning and support the achievement of learning objectives is used and incorporated appropriately.		/			
Multiple approaches and strategies that are appropriate are provided.	/				
Assessment					
Instruction and assessment are both based on the intended learning outcomes.	/				
There is a variety of assessment procedures used.	/				
The assessment used is aligned with the specific learning outcome that it is designed to measure, the interpretation that one wishes to make, the feedback one wishes to give to students, and teaching strategies.	/				
There is adequate sample of student performance to infer the achievement of a specific learning outcome	/				
Assessments are unbiased, appropriate, and used in pertinent ways.	/				
The assessments clearly specify what and how the output or activity is to be done, the resources, facilities, and/or equipment needed, time required, and/or format.	/				
The assessment methods and activities are appropriate to the learner's characteristics, background, experience, context.	/				
There are specifications of criteria for judging successful performance.	/				
Appropriate guidance is given to the students.	/				
The feedback given is (1) immediate, (2) detailed, (3) emphasizes strengths and weaknesses of performance, (4) indicates remediation, and (5) should be positive in nature.	/				
Score	0	0	0	0	0
Total Score	0				
<p>From: Dick, W., Carey, L., & Carey, J. O. (2015). <i>The systematic design of instruction</i> (8th ed.). Upper Saddle River, NJ: Pearson Education. Doolittle, P. E. (2010). <i>Designing instruction for student learning</i>. Blacksburg, VA: Center for Instructional Development and Educational Research. Available at https://sites.up.edu/wp-content/uploads/sites/3/2015/05/Doolittle_ID_doc.pdf Duran, L. B., & Duran, E. (2004). The 5E instructional model: A learning cycle approach for inquiry-based science teaching. <i>The Science Education Review</i>, 3(2), 49-58. Available at https://files.eric.ed.gov/fulltext/EJ1058007.pdf Hassard, J. (2007). <i>Designing and assessing science units & courses of study</i> (Chap 9). Available at http://artoofteachingscience.org/mos/chapter9.html Teach for America. (2011). Lesson planning, part I: Standard lesson structure. <i>Instructional planning and delivery</i> (pp. 77-103). New York, NY: Teach for America. Available at http://teachingasleadership.org/sites/default/files/Related-Readings/IPD_Ch5_2011.pdf</p>					

APPENDIX I

Consent Forms

APPENDIX J

Gatekeeper approval form

