



School

KIAS ELEMENTARY SCHOOL

Innovation Name

WORD POWER

Explain your innovation briefly

Project HORN WORD WALL is intended to enhance the vocabulary skills of learners specifically for grades 1-3. A minimum of 5 words will be introduced and be displayed in the word wall every week following the HORN Method where:

Monday: Pre test through spelling, these words are coming from the stories/passages for the class for that particular week

Tuesday: The class will learn the correct pronunciation of each word, syllabication and meaning through varied activities

Wednesday: The learners will learn more about the words through the different apps e.g. plickers, 4pics 1word, compound words etc.

Thursday: Continuation of the activities on games through the different apps

Friday: Post test

Problem Statement – What problem does the innovation seek to address

The lack of vocabulary skills contribute to the frustration reading level of learners

How does the project demonstrate a clear understanding of the needs of your school community?

pain points:
 Learners- difficulty in understanding the meaning of words
 Teachers: Limited Time in developing vocabulary skills of learners
 Parents: Lack of knowledge and no time to follow -up at home
 Barangay: Limited partnership on the reading activities/programs of the school

The project if well coordinated with the stakeholders will ensure lifelong skills such as improved reading comprehension, enhanced communication skills, critical thinking development, boosted self confidence and better social interaction that may help them to be 21st Century skilled learners.

What makes the project unique, different, and worthy of emulation?

1. HORN WORD WALL will be implemented in school for the first time
2. Make the activities fun and engaging with the aid of ICT apps
3. Involve the parents in developing or enhancing the vocabulary skills of learners

What are your key challenges and how do you plan to overcome them?

Enumerate three key challenges and the possible strategies to address them.

Challenges:
 The willingness of the teachers to implement the program. - Conduct FGD on the KRA of teachers
 The willingness of the parents to learn together.
 The diverse learners' abilities. –using differentiated instructions
 Time constraints. – Time management

What resources would you need? How would you source them?

- Enumerate the most important resources that you would need.
1. Internet connectivity – ensure strong internet connectivity by increasing MBPS
 2. Flashcards – a lot budget from the MOOE for the purchase of necessary materials
 3. A space for the “word wall” in each classroom

WORD POWER

Enhancing the Vocabulary Skills of the Grades 1-3 Learners



GLORIA A. CATIYAN

The Problem

From the Performance Assessment Standards and Skills (PASS) Post Test Results conducted by GRACE,

35 out of 105 Grade 1 learners belong to the beginning and developing (0% -39%) stage which is below the standard proficiency level



The Context

One of the PAPs indicated in the Annual Improvement Plan (AIP) of the school for SY 2024-2025 is to help learners' become better readers by boosting their vocabulary skills. This will, in turn, improve their ability to understand what they read.



Stakeholders Pain Points

Learners

“ I’m having trouble understanding some words in the story. ”

Teachers

“There isn’t enough time to fully develop the learners’ vocabulary skills. ”

Parents

“ I have limited knowledge and teaching skills to help my child effectively . ”

These statements are from the interviewed learner, teacher and parent.

The Solution

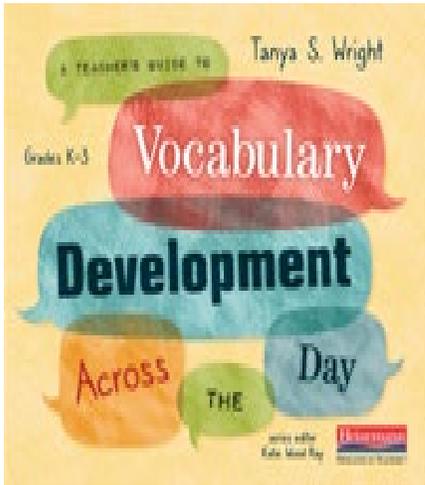
DRN Method

Introduces weekly vocabulary by embedding words into engaging storytelling activities and interactive games.

Emphasizes syllabication, pronunciation and context-based learning, with daily reinforcement through digital tools and parent collaboration, culminating in a post-test for mastery and potential enrichment.



A Differentiated Approach



It is where the weekly words are displayed



ICT integration- classroom based activities



shutterstock.com · 2476576849

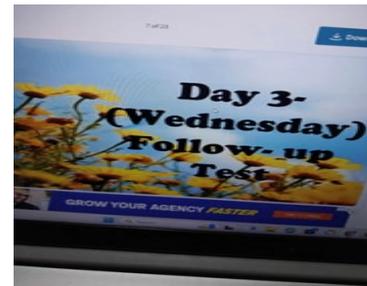
The parents/guardian or any member of the family will help the child understand more each word by having them use in L1



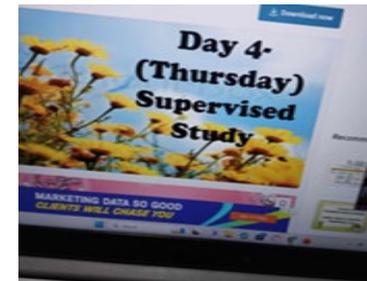
Incremental Learning



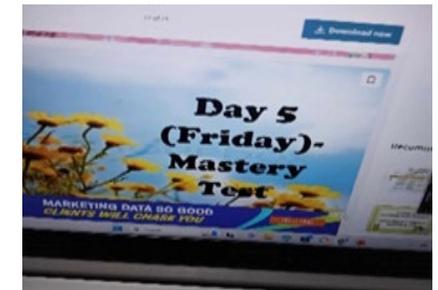
Contextual Understanding



Active Engagement



Reinforcement through Practice



Assessment and Mastery

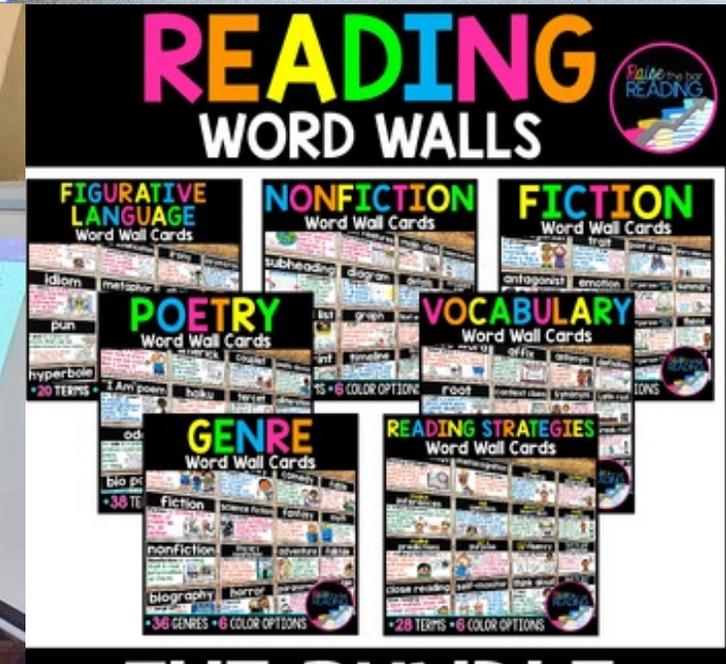
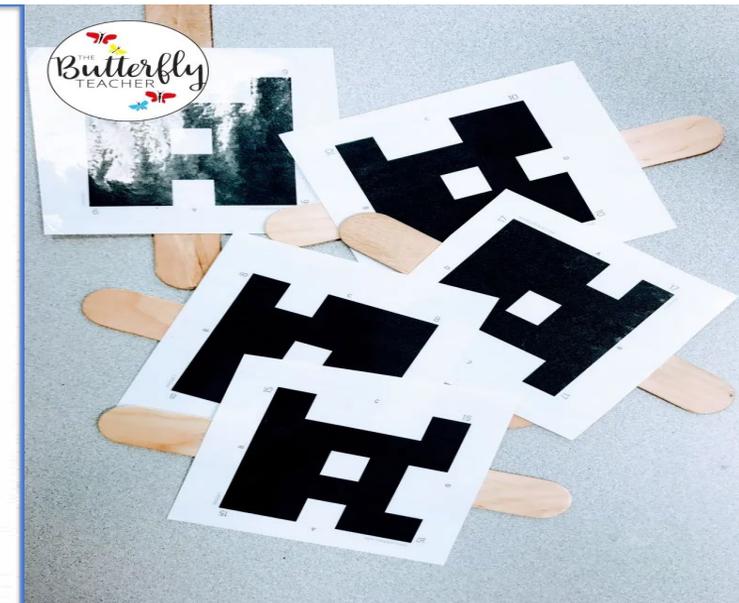


Challenges

- 1. Willingness of teachers to implement the program*
- 2. Diverse learners' abilities*
- 3. Time constraints*

Needed Resources

- *Word Wall in the Grade 1-3 classrooms*
- *Flashcards*
- *Internet Connectivity*
- *Digital Teaching Resources*



THE BUNDLE

Monitoring & Evaluation



Monitoring & Evaluation

- *Observation and anecdotal records- regularly observe learner's like discussions or play, take note on how they use new words and their understanding of word meaning .*
- *Formative assessment- use quick informal assessment like word matching, multiple choice questions and other form of formal assessment like: Games- use vocabulary games like 4pics 1 word; word bingo and the like*
- *Standardized Vocabulary Tests- administer age-appropriate vocabulary test to assess learners' knowledge of grade level vocabulary*

Critical Visual Narrative

One third of first *grade* learners are reading below grade level

By leveraging the strengths of educators, parents, community organizations, technology and data driven strategies, stakeholders can work collaboratively to improve reading proficiency among Grade 1 -3 learners .



Be engaged.