

# National Learning Camp (NLC) SY 2024-2025 Daily and Weekly Narrative Report Sample in Reading

Aligned with the MATATAG Basic Education Agenda and the National Learning Recovery Program (NLRP), I volunteered as a Reading teacher-facilitator for the unique National Learning Camp (NLC) during the 2024-2025 end-of-school-year break. This narrative focuses on the Reading-specific aspects of the program, which ran from July 1 to July 19, 2024, and catered specifically to elementary learners.

## **Week 1: Building a Strong Foundation in Reading (July 1-5)**

- **Day 1-3 (Face-to-Face):** The initial days were dedicated to creating a joyful and inviting reading environment. We engaged in interactive read-aloud, storytelling sessions, and word games to ignite students' love for books and stories. Diagnostic assessments helped us identify individual reading levels and areas needing support, allowing us to tailor personalized learning plans for each student and assign them to the appropriate camp – Enhancement, Consolidation, or Intervention.
- **Day 4-5 (Distance Learning LAC Sessions):** Our virtual collaboration with fellow Reading teachers showed the program's collaborative spirit. This fostered the sharing of insights gleaned from the assessments and brainstorming of creative teaching strategies. We emphasized phonics, phonemic awareness, vocabulary development, comprehension skills, and fluency to establish a strong reading foundation for our young learners.

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## **Week 2: Exploring the World of Stories (July 8-12)**

- **Day 1-3 (Face-to-Face):** This week was an exciting exploration of diverse genres and authors. We delved into children's literature, including picture books, fables, fairy tales, and non-fiction texts. Students participated in shared, guided, and independent reading activities to practice their reading skills and develop comprehension strategies. We also introduced creative activities like bookmaking, character analysis, and storytelling to foster a deeper engagement with texts.
- **Day 4-5 (Distance Learning LAC Sessions):** We reconvened online to reflect on the week's activities and share best practices. Discussions

focused on strategies for differentiating instruction to cater to different reading levels, building vocabulary, and promoting a love for reading among young learners.

### **Week 3: Applying Reading Skills and Celebrating Literacy (July 15-19)**

- **Day 1-3 (Face-to-Face):** Students had the opportunity to showcase their reading skills and newfound knowledge. They participated in reader's theater performances, book talks, and creative writing activities based on the stories they had read. Students in the Intervention Camp demonstrated remarkable progress, a testament to the effectiveness of our targeted support and the student's hard work. This success highlighted the effectiveness of the program and the potential for all students to excel in reading.
- **Day 4 (Face-to-Face):** We celebrated our accomplishments with a "Reading Fiesta." Dressed as their favorite book characters, the students brought the stories to life in a lively book parade. They shared their favorite stories with their peers, their eyes sparkling with excitement and their voices filled with the joy of reading. This day reinforced the joy of reading and created a strong sense of community among young readers.
- **Day 5 (Distance Learning LAC Sessions):** The final virtual sessions focused on evaluating the overall impact of the Reading component of the NLC. We gathered student feedback and engaged in a brainstorming session to generate ideas for future reading-focused learning camps. This valuable input and our commitment to continuous improvement will guide our future efforts to instill a lifelong love for reading in young learners. The future of our program is bright, and we are excited to continue our journey with the support and involvement of our stakeholders.

The three-week Reading program at the National Learning Camp was a heartwarming experience. Witnessing the significant growth of young readers as they gained confidence, expanded their vocabulary, and developed a passion for stories was truly inspiring. The combination of face-to-face interactions, engaging activities, virtual collaboration, and the celebration of reading created a nurturing environment that empowered students to become lifelong learners and avid readers. I am grateful for the opportunity to have contributed to their reading journey and look forward to future initiatives that foster literacy and a love for books among young minds.