



DepED MEMORANDUM
No. **229**, s. 2004

MAY 24 2004

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THE 2004 MTAP-DEPED SATURDAY MATHEMATICS PROGRAM

To: Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Elementary and Secondary Schools

1. The Mathematics Teachers Association of the Philippines (MTAP) in collaboration with the Department of Education (DepED) shall conduct the 2004 MTAP-DepED Saturday Mathematics Programs for Regular Pupils/Students and for Talented Pupils/Students.
2. These programs aim to: (a) provide pupils/students the opportunity to explore mathematics without the threat of tests; (b) review the materials covered last school year to enable pupils/students to do well in Mathematics this school year; and (c) prepare the Grade 6 pupil and Fourth Year students for the entrance examinations for First Year high school and college levels, respectively. The programs also aim to prepare talented students for the Metrobank-MTAP-DepED Math Challenge Competition.
3. The Saturday Mathematics Program for Regular Pupils/Students will be conducted on six (6) Saturdays from July 17 to August 21, 2004. The sessions will be for pupils/students who belong to the 25th to the 85th percentile at each grade/year level from Grade 1 to Fourth Year.
4. The Saturday Mathematics for Talented Pupils/Students will be conducted on seven (7) Saturdays from October 30 to December 11, 2004. The sessions will be for pupils/students who belong to the top 15% of the class from Grade 1 to Fourth Year. The school principal shall endorse pupils/students who wish to participate upon presentation of the permit from the parent/guardian. Please see Enclosure No. 1 for the Parent's permit form.
5. There will be a nominal fee of Two Hundred Pesos (P200.00) for the six (6) sessions and Two Hundred Fifty pesos (P250.00) for the seven (7) sessions, which must be paid at the Center where the student will participate on or before July 10, 2004. Strict adherence to the deadline is necessary to prevent any disorder in organizing classes on July 17, 2004.
6. The guidelines for Trainers and Center Coordinators are contained in Enclosure Nos. 2 and 3, respectively.
7. MTAP chapters/divisions/schools interested to conduct either program may contact the MTAP at telefax no. (02) 912-5249 or write MTAP addressed to A.C.P.O. Box No. 86, Cubao, Quezon City, for arrangements on the materials to be used.
8. Immediate dissemination of this Memorandum is desired.

EDILBERTO C. DE JESUS
Secretary

Encls.: As stated

References: DepED Memoranda: Nos. 267 and 336, s. 2003

Allotment: 1—(D.O. 50-97)

To be indicated in the Perpetual Index
under the following subjects:

PROGRAM, SCHOOLS
Learning Area, MATHEMATICS
STUDENTS

RUDY/MPPD/2004MTAP
5/12/04

(Enclosure No. 1 to DepED Memorandum No. 229, s. 2004)

PARENT'S PERMISSION

I understand the conditions indicated above required by the MTAP-DepEd Saturday Mathematics Program and I am allowing my son/daughter, _____ who is studying in Grade

_____/____ Year at _____

(Name of School)

to join the Saturday Mathematics Program of Regular / Talented Students at

_____ and

(Please write name of the Center)

I am also paying the nominal fee of P200/250 pesos for the six/seven sessions.

Tel. No. _____ Signed: _____

(Pls. sign over printed name)

PARENT / GUARDIAN

Guidelines for Trainers

1. Be at the Center at least 15 minutes before the beginning of sessions to guide your class to the classroom. On the first session, come even earlier to help organize the classroom. As much as possible, guide your class to their room at the beginning and end of session and recess. Do not leave them alone in the room.
2. See to it that the students in the class are all in uniform. In case the uniform is not available tell your students to wear a white T-shirt and blue or black pants or jeans and hang their ID around their neck. It is important that only participants in the sessions enter the school premises for the sessions for their own protection.
3. Always be thoroughly prepared for classes. For this purpose, always ask your Center coordinator for the materials at least two days, preferably one week, before the session. If necessary, take the trouble to go to your coordinator for the materials. We have had complaints about tutors not prepared for the sessions. Please avoid being too dependent on the material. The students must see that you know your material well. To help you on this matter, the "Hints," which contain solutions of more difficult problem, are prepared.
4. Avoid sitting down during sessions especially at the beginning. If you really need to sit down, do it for few minutes but not for long periods. Go around while the students are doing seatwork.
5. Use cooperative learning approach. In the first session, tell your students to choose a partner with whom they are to work with. During seatwork, partners are to work together but they may discuss with the pair in front or the one behind them. Allow students to help each other. For Challenge problems, allow two pairs to work together. Tell them to bring calculator even a borrowed one.
6. Review well each principle involved before you ask the students to do the exercises or give seatwork. Let them explain to each other. Let them pretend the partner does not know the procedure being learned and the other will explain to him/her. Then they exchange roles. Ask students to justify/explain answers that depend on principles. For regular students, go more slowly and use more illustrations than for talented ones.

7. Make sure answers to problems are explained. Do not allow the good ones to monopolize the sessions. There have been complaints that answers to problems are not explained because the good students are allowed just to give answers without explanations. Also, some trainers just give answers without explanation.
8. Show concern for your students. Make them feel that you want to see them always present. Make students from the same school look after each other.
9. For the elementary and First Year, teach them mental computation and estimation, and do a lot of it at the beginning of each session. Review rounding off numbers. Use games and competitions.
10. Use *Naming the Baby* as a form of drill. Even teachers find this game exciting. This can be for any of the operations and is played as relay. Groups of 4-6 line up with the first in the line holding a piece of chalk. When the teacher says, "the last name of the Baby is . . .", the one holding the chalk writes the required numbers, gives the chalk to the next in line and goes to the back of the line.

Example:

Addition: Give the sum, e.g. 27. Each member of the team writes two numbers whose sum is 27. At first allow the use of 1-digit and 2-digit numbers at the same time.

Subtraction: Give the difference and the players give 2 numbers with the given difference.

Multiplication: Give a number like 36 and each member gives two numbers whose product is 36. Chose only those numbers with many pairs of factors.

Division: Give the quotient. Each member of the team gives the dividend and divisor whose quotient is the given number. This is easier than multiplication but it needs knowledge of multiplication.

(Enclosure No. 3 to DepED Memorandum No. 229, s. 2004)

Guidelines for Center Coordinators

1. Be responsible for making arrangements with MTAP, preparing the announcement, and having it distributed to the different schools within the commuting distance to the Center.
2. Coordinate with your supervisor in choosing trainers for your Center. Grade 5 & 6 should be taught by First Year teachers though for regular students, a Grade 6 teacher may teach Grade 5.
3. Collect the participation fee and take care of paying trainers.
4. Supervise the preparation of the session materials. The MTAP will send you one copy each, per grade/year level, of the materials.
5. Make sure to give each of your trainers a copy of the material at least 2 days before the session so that they can prepare properly. Make sure your students are given scratch paper during the sessions.
6. Please do not wait to be called to pick up the materials. It is easy for you to call to find out if materials are ready. When you pick up the materials, make sure to take a ream or two-ground wood for scratch paper and chalk.
7. Tell teachers in your District that payments may be later but they must give you the number, one week before so you can ask for the correct number of handouts. They can ask the parents to sign first and indicate when they will pay.
8. Be a model of your trainers on punctuality. Be at the center at least half an hour before the session.
9. Give the necessary orientation to trainers who may be teaching for the first time. Make sure all students are in uniform.
10. Call the attention of any trainer who does not come on time or fails to attend to the discipline of his/her students. Make sure all trainers use cooperative learning approach.
11. During sessions, go around now and then to see that the trainers are well prepared. (If you are teaching, make a quick round when your pupils are doing group work.) If you find any trainer who comes to the sessions not well prepared, please do not take that teacher as trainer again in future programs. Tell your

trainers not to sit down especially in the first part of the session. They do it briefly while the students are doing seatwork. Tell them never to begin by making the pupils study the questions or solve problems. This means they are not prepared.

Tell trainers to begin each class actively by a prayer, song or game.

12. Give a trainer with 33 or more students P500.00 per session; one with 29 to 32 students, P450 per session; one with less than 29 students, P400.00 per session. Each trainer takes care of his/her own snacks. Give the janitor P75.00 for 8 or fewer classes; P100.00 for 9 or more classes and the guard, if any, P50.00 per session.
13. Keep the money you need to pay trainers and remit the balance when you come to pick up the material for the 3rd or 4th session. For the financial report, include: a) number of students who registered b) amount collected c) total amount paid to trainers, janitor and guard d) other expenses, e.g. transportation e) total amount remitted.
14. After the session of the regular students and the 5th for the talented, ask all trainers how many students they think deserve to get the certificate. Students must attend at least half of the sessions to get the certificate. Call the MTAP office (02) 912-5249 to give the number of certificates for elementary and the number for the secondary.