



MAY 06 2009

DepED MEMORANDUM
No. 208, s. 2009

THE TWO-PRONGED 2009 MTAP-DEPED SATURDAY
MATHEMATICS PROGRAMS

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

1. The Mathematics Teachers Association of the Philippines (MTAP) in collaboration with the Department of Education (DepED) shall conduct the two-pronged 2009 MTAP-DepED Saturday Mathematics Programs, the first for Regular Pupils/Students and the second for Talented Pupils/Students.
2. The first program aims 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 Six pupils and Fourth Year students for entrance examinations for first year high school and college levels, respectively. In addition to objectives a) and c), the second program aims to prepare talented students for the Metrobank-MTAP-DepED Math Challenge Competition.
3. The Saturday Mathematics Program for Regular Pupils/Students will be conducted in six Saturdays: 8:00 a.m. to 12:00 noon from July 18 to August 22, 2009. The sessions will be for pupils/students who belong to the 25th - 85th percentile at each grade/year from Grade I to Fourth year. A permit form for parents' permission (copy enclosed) should be accomplished.
4. The Saturday Program for Mathematically Talented Pupils/Students will be conducted in seven Saturdays: from 8:00 a.m. to 12:00 noon from October 24 to December 12, 2009. The sessions will be for pupils/students who belong to the top 15th percentile. The school principal shall endorse pupils/students who wish to participate in the program. An accomplished Parents' Permission is also required.
5. The registration fee of Two Hundred Pesos (PhP200.00) for the six sessions and Two Hundred Fifty Pesos (PhP250.00) for the seven (7) sessions must be paid at the Center where the student will participate on or before July 11, and October 17, 2009 respectively. Strict adherence to the deadline is required to prevent any disruption in organizing classes on July 18 and October 24, 2009.

6. The Announcement with the Parents' Permission, Guidelines for Overall and Center Coordinators, and Trainers are contained in Enclosure Nos. 1-4, respectively.

7. MTAP Chapters/Divisions/School Associations interested to conduct either program may write the MTAP addressed to A.C.P.O. Box No. 86, Cubao, Quezon City. The letter indicating the desire to implement the program may be faxed through (02) 912-5249.

8. Immediate dissemination of this Memorandum is desired.

R. C. Bacani
RAMON C. BACANI
Undersecretary
Officer-in-Charge

Encls.:

As stated

Reference:

DepED Memorandum: No. 236, s. 2008

Allotment: 1—(D.O. 50-97)

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

Learning Area, MATHEMATICS
PROGRAMS
PUPILS
SOCIETY or ASSOCIATIONS
STUDENTS

Sally/Maricar: MTAP Saturday mathematics
April 28, 2009/05-06-09

ANNOUNCEMENT

The 2009 MTAP-DepED Saturday Mathematics Program in Mathematics for Regular Students will be conducted in six Saturdays from July 18 to August 22, 2009. The sessions will be for the 25th to the 85th percentile of the class at each level, Grade I to 4th year. The classes will be from 8:00 A.M. to 12:00 noon. Students are required to attend in their school or PE **uniform and with their school ID.**

There will be a fee of Two Hundred Pesos (P200.00) for the whole series of sessions which may be paid at any Center to the contact person indicated on or before July 10, Friday. Strict adherence to the deadline is required to prevent any disruption and waste of time in organizing classes on the first day. Students may choose any Center convenient for them.

The program intends to provide students with the opportunity to do mathematics with problem solving without the threat of tests, allowing an intensive review of the material they covered last and prepare Grade 6 and Fourth Year students for entrance examinations for 1st year high school and college respectively.

[Write the names of the Centers (Schools) with the names of the Coordinator here.]

Parents' Permission

I understand the conditions indicated above and I am allowing my son/daughter, _____ who is studying in Grade ____/ ____ Year at _____ to join the classes for regular students at _____.

(Please indicate the Center.)

Signed: _____
Please sign over printed name. (Guardian)

Name of person to contact for messages

Tel. No. _____
Cell No. _____

Please Xerox if additional copies is needed.

* Change to "Mathematically Talented Students" for the **October 24 to December 12, 2009 Program. *** P250.00. [Endorsement of principal is needed only for the talented].

Guidelines for the Divisions/Private Schools Association Coordinators

The Division Math Supervisor/Head of Private Schools Association or the one designated by him/her is the over-all coordinator.

The over-all coordinator is the one responsible to:

1. Make all necessary arrangements with the MTAP.
2. Receive one set of materials from the MTAP and duplicate the materials for the Center so that each individual student/pupil will receive a copy. Scratch paper is to be provided with the session materials.
3. Orient trainers who may be teaching for the first time. Provide each a copy of the paper on Cooperative Learning.
4. Decide whether Center Coordinators may allow payment for the fee to be paid in installment.
5. Receive the remittances from the different centers of the Division/Association and give the Center Coordinators their honoraria as specified in #6.
6. Give each center coordinator 10% of whatever is turned over; 5% to the principal of the Center. (In general, the Center Coordinator may teach one class).
7. Remit to the MTAP three percent (3%) of the GROSS PROCEEDS of the Division/Association. This arrangement is for Saturday programs outside the National Capital region. [MTAP takes the role of the Division for the Whole NCR]. The over-all coordinator gets 2% of the GROSS PROCEEDS or P3000 for the regular program, and P3500 for the program for the talented, whichever is larger.
8. All expenses are taken from the 95% of the gross proceeds, such as the cost of duplicating materials, scratch paper, chalk, etc. the honoraria of trainers, janitors, security guards, etc.
9. The Division is free to decide on how to use the balance of the 95% of the GROSS PROCEEDS. What is given in #6 is only a suggestion.
 - a. The MTAP will no longer ask for details on how the PROCEEDS are spent. It will only ask for the number of students and the amount of the GROSS PROCEEDS.
 - b. The MTAP wishes to remind each Division to set aside a portion of the NET PROCEEDS for the 2009 Math Challenge so that there is no need to ask for contributions from participating schools. If several Divisions implement the Saturday Programs, they could also decide to set aside a portion for the Regional Math Challenge if they so desire.

Guidelines for the Center Coordinator

A Center is a school chosen because it is within one jeep/bus ride from several schools.

The following guidelines apply to the Center Coordinator.

1. Be a model for your trainers on punctuality and discipline. Be at the center at least half an hour before the session start.
2. Coordinate with your Supervisor/Head of Schools Association in choosing trainers for your Center. Grade 5 and 6 should be taught by First year teachers though for regular students, a Grade 6 teacher may teach Grade 5.
3. Make sure there is only one trainer per class for all sessions. This is to ensure continuity of what is being taught and the students get used to the teacher.
4. Get the training materials early enough to make sure you can give each of your trainers a copy of the material at least 2 days before the session so that they can prepare properly.
5. Tell the teachers in your district they must give you the number of students/pupils attending the training one week before so that you can ask for the correct number of hand-outs. They can also ask the parents to sign first and indicate when they will pay if this is allowed by the Division.
6. When attending the program make sure all students are in uniform with the ID well displayed. This is for the protection of the students. If the uniform is in the laundry, allow the students to use their P.E. uniform or a white T-shirt with black/dark-blue jeans and ID. This is to make sure that non-participants do not enter the school premises.
7. Make sure each student has a copy of the materials for the session. Give them scratch paper (from the over-all coordinator) and allow them to use a calculator even if the students have to share.
8. 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.
9. During sessions, go around every now and then to see that the trainers are well prepared. (If you are teaching, make a quick round when your pupils/students are doing work. If you find that any trainer comes to the session unprepared, 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 may do it briefly while the students are doing seatwork. Tell them never to begin the session by making the pupils/students study the questions or solve problems. This means the trainers are not prepared.
10. Tell trainers to begin each class actively by a prayer, song and/or a game.

11. Suggested honoraria are as follows:

- a. security guard, if any, P50 per session.
- b. 8 or fewer classes – P75 and 9 or more classes – P100 for a janitor
- c. a trainer gets the following:
 - 15-17 students – P300 per session
 - 18-22 students – P350 per session
 - 23-27 students – P400 per session
 - 28-32 students – P450 per session
 - 33-37 students – P500 per session
 - 38 or more - P550 per session

Each trainer takes care of his/her own snacks.

The MTAP prefers bigger classes, if possible 36-40 so that the teacher will not have time to pay special attention to any student or group. What is desired is that students develop the ability to learn by themselves through cooperative learning. The more students learn without the help of the teacher, the more successful is the teacher. Smaller classes indicated above are only tolerated when there are too few students for a given grade/year.

Guidelines for Teachers

1. Be at the Center at least 15 minutes before the beginning of sessions to take your class to the classroom. On the first session come, even earlier to help organize the classes. At the elementary level as much as possible, take your class to their room at the beginning of the session and after recess. Take them down for recess, when it is time, and at the end of the session. 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 in the laundry, tell your students to wear their P.E. uniform or even 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 the protection of the students.
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. There have been complaints about tutors who were not prepared for the sessions. Avoid being too dependent on the material. The pupils must see that you know your material well. The "Hints" which contain solutions of more difficult problems are prepared to help you.
4. Avoid sitting down during sessions especially at the beginning. If you really need to sit down, do it for a few minutes but not for long periods. Go around while the students are doing seatwork.
5. Use cooperative learning. In the first session, tell your students to choose a partner with whom they are to work. During seatwork, partners are to work together but they may discuss with the pair in front of them or the one behind. Allow students to help each other. For Challenge problems, allow two pairs to work together. Tell them to bring a calculator even a borrowed one. Study well the paper on Cooperative Learning.
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 learnt and the other will explain to him/her. Then they exchange roles. Ask students to justify/explain answers that depend on principles. Your objective is to help your students to learn by themselves. The less your students need you, the more successful as a teacher you are. For regular students, go more slowly and use more illustrations than the 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 the 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 of 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 a relay. Groups of 4-6 members line up with the first in 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 sits down.

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.

Multiplication : Give a number like 36 and each member gives two numbers whose product is 36. Chose 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.