Republic of the Philippines
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
Meralco Drive, Pasig, Metro Manila

June 9, 1993

DECS Order No. 38, s. 1993

IMPROVING ACCESS TO ELEMENTARY EDUCATION BY PROVIDING COMPLETE GRADE LEVELS IN ALL PUBLIC ELEMENTARY SCHOOLS THROUGH COMBINATION AND/OR MULTIGRADE CLASSES

To: Bureau, Center, Service and Regional Directors, Superintendents
Supervisors, Principals, Head Teachers, Teachers-in-Charge
All Others Concerned

1. **Declaration of Policy.** Pursuant to the provision in the Constitution that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all; and considering the present thrust of the Government to make at least elementary education truly accessible to all particularly to children in the remotest baran gays, it is hereby declared policy that all public elementary schools, as much as practicable and considering existing facilities and teachers, will offer complete Grades I to VI through combination and multigrade classes.

This policy is of prime importance considering that out of 32,630 public elementary schools in the country, some 11,800 are presently incomplete elementary schools with the highest grade offered varying anywhere from Grade I to V. It is estimated that about 30 per cent of these incomplete elementary schools offer only up to Grade II, while another 50 per cent do not go beyond Grade IV.

2. **Definitions.** For purposes of definition, a combination class is composed of pupils be onging to two grade levels in one class, with one teacher; while a multigrade class is composed of pupils belonging to three or four grades in one class, with one teacher.

3. **Organization of Combination and Multigrade Classes.** Beginning school year 1993-1994, all incomplete schools not constrained by availability of facilities and teachers, shall organize combination and/or multigrade classes in order to offer the complete Grades I - VI. In the organization of the combination and multigrade classes, Grade I shall be given first priority for retention as a monograde class, it being a foundation grade; while the second priority will be Grade IV considering that it is the grade level where integrated subjects are taught at the elementary level for the first time.

4. The Division Superintendent with the assistance of the other school officials shall determine the appropriate scheme and optimal mix of monograde, combination and multigrade classes in individual schools given the existing number of classrooms, teachers and the grade configuration of enrolees. Ideally, multigrade classes shall not exceed 40 pupils per class; while that for combination classes, 45 pupils per class. As a general rule and following existing standards, organization of monograde classes shall continue to be on a minimum of 40 pupils per class up to a maximum of 55, except in cases of new classes or of classes in remote barangays where a monograde class of 15 pupils may be allowed, provided there is no other class with which it can be merged to form either a combination or multigrade class.

5. Due to the possible dearth of teacher items, the utilization of existing school teachers shall be maximized. Teachers may be redeployed within the district to handle the new combination and multigrade classes to be organized, in accordance with existing laws. Also, existing teachers will be trained on how to handle multigrade classes. For this purpose the Bureau of Elementary Education (BEE) has trained a regional core of trainors who in turn will train principals and teachers giving priority to teachers in incomplete schools. The training of teachers, however, need not be a precondition for organizing combination and/or multigrade classes in incomplete schools this school year 1993-1994 as the training program is already being prepared and will soon be implemented.

6. Multigrade Teachers' Materials. To further support multigrade classes, BEE has also prepared support materials for multigrade classes which the regions are directed to reproduce for distribution to their teachers. In addition, to facilitate lesson plan preparation, a Minimum Learning Competency-Multigrade (MLC-MG) Budget of Work for the first grading period and sample lesson plans are all being prepared for distribution for the guidance of all concerned. These will be made available soonest.

7. In order to ensure that combination and multigrade classes are able to maintain minimum standards of quality, the Regional Directors, School Superintendents and other field officials are further directed to give priority in the assignment of new teacher items to these schools and ensure that their students are likewise given priority in the provision of appropriate textbooks and other learning materials. It is likewise desired that all schools with combination and multigrade classes be regularly monitored for the purpose of assisting teachers in planning and implementing lesson plans effectively.

8. Organizational Reports. All Division Superintendents shall submit to the Office of the Planning Service through their Regional Directors their reports on the organization of combination and multigrade classes not later than July 30, 1993, indicating for each incomplete school: (1) the name and location, (2) the total number of classrooms in the school, and (3) the number and composition of single grade, two-grade, and three-grade classes in the school, respectively. In addition, incomplete schools which can not offer complete grade levels for the school year 1993-1994 due to lack of classrooms and teachers should be identified and reported as well on a separate list but containing the same information, with the end in view of making them complete as soon as possible.

9. All queries and requests for assistance in the implementation of this Order should be directed to the respective Chiefs of Elementary Education in each region, or to the Director of the Bureau of Elementary Education.

10. This Order shall take effect immediately.

ARMAND V. FABELLA
Secretary

Minimum Learning Competencies for Multigrade Classes (MLC-MG)

ELEMENTARY MATHEMATICS
GRADE I - VI

Suggested Budget of Work for the First Grading Period

TIME FRAME	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
WEEK 1	A. Comprehension of whole numbers 1. Names sets of objects according to color, size and shape 2. Identifies common objects according to color, size, shape V 3. Classifies sets using common objects according to color, size, shape and thickness 4. Gives the meaning of the expressions "fewer than," and "as many as" by comparing sets of objects V	A. Comprehension of whole numbers 1. Associates numbers with sets having 101 up to 1000 objects/things 2. Orders numbers up to 1000 V 3. Shows the relationship of numbers using the symbols <, >, = 4. Identifies numbers from 101 through 1000 V	A. Comprehension of whole numbers 1. Associates numbers with sets having 1001 to 10000 objects/things 2. Orders numbers up to 10000 V 3. Expresses the relationship of numbers using the term/ expressions: . equal . greater than . less than 4. Identifies numbers from 1001 to 1000 V	A. Comprehension of whole numbers 1.Gives the place value of each digit of numbers through hundred thousands 2. Writes 4 to 5-digit numbers in expanded form and vice versa V 3. Expresses Roman numerals in equivalent Hindu-Arabic numerals through C and vice versa 4. Identifies primary composite numbers in a given set of numbers V	A. Comprehension of whole numbers 1. Gives the place value of each digit of numbers through millions 2. Reads and writes Roman numerals through D V 3. Expresses Roman numerals through D in Hindu-Arabic symbols and vice versa 4. Rounds off numbers to the nearest thousands through millions B. Comprehension of addition 1. Adds 5- to 6-digit numbers up to five addends with sum through millions without and with regrouping in all places	A. Comprehension of whole numbers 1. Gives the place value of each digit of numbers through billions 2. Reads and writes Roman numerals through M V 3. Expresses Roman numerals through M in Hindu-Arabic symbols and vice versa B. Comprehension of addition 1. Adds 5- to 6-digit numbers up to five addends with sum through billions without and with regrouping in all places 1.1 Estimates the sum of 5 to 6 digits addends
WEEK 2						

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ELEMENTARY MATHEMATICS
GRADE I - VI

Suggested Budget of Work for the First Grading Period

TIME FRAME	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
WEEK 3	5. Orders sets with 1 to 10 objects from least to greatest and vice versa 6. Constructs set with objects 1 to 10 in -the one more order -the one less order V	5. Regroups set of hundred into thousands 6. Gives the place value of each digit in a 3-digit number 7. Writes 3-digit numbers in expanded form V	5. Regroups sets of thousands into ten thousands 6. Gives the place value of each digit of 3- to 4-digit numbers 7. Writes 3-to -4 digit numbers in expanded form and vice versa 9. Expresses Roman numerals in equivalent Hindu-Arabic numerals through XXX and vice versa 9.1 Reads and writes Roman numerals through XXX	4. Differentiates prime and composite numbers Rounds off numbers to the nearest tens through hundred thousands B. Comprehension of addition 1. Adds 4- to 5-digit numbers up to four addends with sum through hundred thousands without and with regrouping in the tens, hundreds, thousands or any two or more places V	2. Application of addition 1. Solves 1 step word problems involving addition of whole numbers including money 1.1 Analyzes the word problem 1.1.1 Tells: - what is asked - what is/are given -the operation to be used V	2. Application of addition 1. Solves 1 step word problems involving addition of whole numbers including money 1.1 Analyzes the word problem 1.1.1 Tells: - what is asked - what is/are given -the operation to be used V
WEEK 4	7. Tells the number of objects in a given set of 10 or less 8. Orders number	8. Reads and writes the value of centavos and pesos through 100 pesos 8.1 Compares	8. Reads and writes money value thru P500 8.1 Compares	C. Application of addition 1. Solves 1-step word problem involving addition of whole numbers including money	1.2 Draws a picture to represent the word problem 1.3 Transforms the word problem to number sentence	1.2 Draws a picture to represent the word problem 1.3 Transforms the word problem to number sentence

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ELEMENTARY MATHEMATICS
GRADE I - VI

Suggested Budget of Work for the First Grading Period

TIME FRAME	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
	1 to 10 including zero from least to greatest and vice versa 9. Reads and writes numbers from 0 to 10 in figures and in words	values of the different denomination of coins and paper bills through 100 pesos using the relation symbols V	values of different denominations of Philippine coins and paper bills from P10 through P100 10. Tells when number is odd/ even	1.1 Analyzes the word problem 1.1.1 Tells: - what is asked - what is/are given - the operation to be used	1.4 Uses the determined operation 1.5 States the complete answer V	1.4 Uses the determined operation 1.5 States the complete answer V
WEEK 5	B. Comprehension of addition 1. Adds two 1-digit numbers with sums through 10 horizontally 1.1 Joins two sets with 1 to 9 objects 1.2 Shows the relationship of joining sets to addition of whole numbers 1.3 Adds two 1-digit numbers having sum of: - 6 and less V	B. Comprehension of addition 1. Adds 2- to 3-digit numbers with sums up to 999 without and with regrouping in the ones and tens place V	B. Comprehension of addition 1. Adds 2- to 3-digit numbers with sums up to 10000 without and with regrouping V	1.2 Draws a picture to represent the word problems 1.3 Transforms the word problem to number sentence 1.4 Uses the determined operation 1.5 States the complete answer V	2. Solves mentally 1-step word problems involving addition with sums up to 200 D. Comprehension of Subtraction 1. Subtracts 4 to 5-digit numbers without and with regrouping in all places with three zeros in the minuends 1.1. Subtracts 4 to 5-digit numbers from 4 to 6 digit numbers without regrouping V	2. Solves mentally 1-step word problems involving addition with sums up to 300 D. Comprehension of Subtraction 1. Subtracts 5 or more digit numbers from 6 or more digit numbers without and with regrouping in all places and involving three or more zeros in the minuends
WEEK 6	- 7 through 10 (after the concepts of 1 to 10 are	C. Application of addition 1. Solves 1 step	C. Application of addition 1. Solves 1 step	2. Solves mentally 1-step word problems involving	1.2. Subtracts 4 to 5-digit numbers from 4 to 6 digit	1.2. Subtracts 5- or more digit numbers from 6- or more digit

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ELEMENTARY MATHEMATICS
GRADE I - VI

Suggested Budget of Work for the First Grading Period

GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
developed) 1.4 Shows that changing the orders of two addends does not affect the sum V C. Application of addition 1. Solves 1-step word problems involving addition of 1-digit numbers with sums up to 10 1.1 Analyzes the word problem 1.1.1 Tells: - what is asked - what is/are given -the operation to be used 1.2 Draws a picture to represent the word problem	word problems involving addition of whole numbers including money 1.1 Analyzes the word problem 1.1.1 Tells: - what is asked - what is/are given -the operation to be used V 1.2 Draws a picture to represent the word problem 1.3 Transforms the word problem to number sentence 1.4 Uses the determined operation 1.5 States the complete answer	word problems involving addition of whole numbers including money 1.1 Analyzes the word problem 1.1.1 Tells: - what is asked - what is/are given -the operation to be used V 1.2 Draws a picture to represent the word problem 1.3 Transforms the word problem to number sentence 1.4 Uses the determined operation 1.5 States the complete answer V	addition with sums up to 100 D. Comprehension of Subtraction 1. Subtracts 3 to 5-digit numbers without and with regrouping and with zero difficulty 1.1. Subtracts 3 to 4-digit numbers from 4 to 5 digit numbers without regrouping 1.2 Subtracts 3 to 5-digit numbers from 4 to 5 digit numbers with regrouping V	numbers with regrouping V E. Application of subtraction 1. Solves 1-step word problem involving subtraction of whole numbers including money 1.1 Analyzes the word problem 1.1.1 Tells: - what is asked - what is/are given -the operation to be used	numbers with regrouping V E. Application of subtraction 1. Solves 1-step word problem involving subtraction of whole numbers including money 1.1 Analyzes the word problem 1.1.1 Tells: - what is asked - what is/are given -the operation to be used
1.2 Draws a picture to represent the word problem	2. Solves mentally 1-step word problems involving	2. Solves mentally 1-step word problems involving	E. Application of subtraction 1. Solves 1-step	1.2 Draws a picture to represent the problem	1.2 Draws a picture to represent the problem

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TIME FRAME	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
	1.3 Transforms the word problem to number sentence 1.4 Uses the determined operation 1.1.5 States the complete answer V 2. Solves mentally 1-step word problem involving addition with sums up to 10	addition of whole numbers with sums up to 50 V D. Comprehension of Subtraction 1. Subtracts 1 to 2-digit numbers from 2-to 3-digit numbers with minuends up to 999 without and with regrouping 1.1 Subtracts to 2-digit numbers from 2-to 3-digit numbers without and with regrouping - in the tens place without or with zero diffculty - in the hundreds place without or with zero difficulty V - in the tens and hundreds place without or with zero difficulty	addition with sums up to 100 D. Comprehension of Subtraction 1. Subtracts 2 to 3-digit numbers from 4- to 5- digit numbers with minuends up to 9999 without and with regrouping and with zero difficulty 1.1 Subtracts 2 to 3-digit numbers from 4 to 5 digit numbers without regrouping with minuends up to 9999 1.2 Subtracts 1 to 2-digit numbers from 3- to 4-digit numbers with : - regrouping in the tens and hundreds places V - regrouping the tens, hundreds and thousands places	word problem involving subtraction of whole numbers including money 1.1 Analyzes the word proble 1.1.1 Tells: - what is asked - what is/are given -the operation to be used 1.2 Draws a picture to represent the problem 1.3 Transforms the word problem to number sentence V 1.4 Uses the determined operation 1.5 States the complete answer	1.3 Transforms the word problem to number sentence 1.4 Uses the determined operation 1.5 States the complete answer V 1.4 Uses the determined operation 1.5 States the complete	1.3 Transforms the word problem to number sentence 1.4 Uses the determined operation 1.5 States the complete answer V F. Application of Addition and Subtraction 1. Solves 2-step word problem

Minimum Learning Competencies for Multigrade Classes (MLC-MG)

ELEMENTARY MATHEMATICS
GRADE I - VI

Suggested Budget of Work for the First Grading Period

LINE FRAME	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
		1.2 Subtracts 1- to 2-digit numbers from 2- to 3-digit numbers with regrouping - in the tens -in the hundreds	- zero difficulty in either tens or hundreds places	E. Application of subtraction	answer	involving addition and subtraction of whole numbers including money
	D. Comprehension of Subtraction		E. Application of subtraction	1. Solves word problem involving subtraction of whole numbers including money	F. Application of Addition and Subtraction	1.1 Analyzes the word problem
	1. Subtracts one digit numbers with minuends up to 10	E. Application of subtraction	1. Solves 1-step word problem involving subtraction of whole numbers including money	1.1 Analyzes the word problem	1. Solves 2-step word problem involving addition and subtraction of 4 - 6 digit numbers including money	1.1.1 Tells:
	1.1 Removes a subset from a given set of objects	1. Solves 1-step word problem involving subtraction of 3-digit numbers including money with minuends through hundreds	1.1 Analyzes the word problem	1.1.1 Tells:	F. Application of Addition and Subtraction	- what is asked - what is/are given - the hidden question(s) - the operation to be used
	1.2 Shows the relationship of the removal of a group of objects from a given set to subtraction of whole numbers	1.1 Analyzes the word problem	1.1.1 Tells: - what is asked - what is/are given -the operation to be used	- what is asked - what is/are given -the operation to be used	1. Solves 2-step word problem involving addition and subtraction of 4 - 5 numbers including money	
	1.3. Shows that subtraction is the inverse of addition	1.1.1 Tells: - what is asked - what is/are given -the operation to be used		1.2. Draws a picture to represent the problem	1.1 Analyzes the word problem	
	E. Application of subtraction			1.3 Transforms the word problem to number sentence	1.1.1 Tells: - what is asked - what is/are given - the hidden question(s) - the operation to be used	
	1. Solves problems involving subtraction of whole numbers with minuends up to 10			1.4 Uses the determined operation		
	1.1 Analyzes the word problem			1.5 States the complete answer		
				F. Application of Addition and Subtraction		

Minimum Learning Competencies for Multigrade Classes (MLC-MG)

ELEMENTARY MATHEMATICS
GRADE I - VI

Suggested Budget of Work for the First Grading Period

TIME FRAME	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
	1.1.1 Tells: - what is asked - what is/are given -the operation to be used V	V	V	1. Solves 2-step word problem involving addition and subtraction of 4- to 5-digit numbers including money 1.1 Analyzes the word problem 1.1.1 Tells: - what is asked - what is/are given - the hidden question(s) - the operation to be used	V	V
WEEK 10	1.2 Draws a picture to represent the problem 1.3 Transforms the word problem to number sentence 1.4 Uses the determined operation 1.5 States the complete answer	1.2 Draws a picture to represent the problem 1.3 Transforms the word problem to number sentence 1.4 Uses the determined operation 1.5 States the complete answer	1.2 Draws a picture to represent the problem 1.3 Transforms the word problem to number sentence 1.4 Uses the determined operation 1.5 States the complete answer	1.2 Transforms the word problem to number sentence 1.3 Uses the determined operation 1.4 States the complete answer	1.2 Transforms the word problem to number sentence 1.3 Uses the determined operation 1.4 States the complete answer	1.2 Transforms the word problem to number sentence 1.3 Uses the determined operation 1.4 States the complete answer

Lesson Plan in Elementary Mathematics

Grades I-II-III

Objectives:

Grade I : Identifies common objects according to size

II : Compares numbers using < , > , =

III : Expresses the relationship of numbers using the expression equal, greater than and less than

Subject Matter:

I : Concept of big and small
MLC p. 1
Mathematics 1 pp. 5-6
Materials, Objects or Things in the Room

II : Comparison of Numbers
MLC p. 2 TX Mathematics 2 pp. 6, 8-9
Materials: Place Value Chart, popsicle sticks

III : Use of equal, greater than, less than in expressing relationship of numbers
MLC p. 4
Workbook, Mastering Mathematics 3 p. 3
Materials: Place Value Chart

Procedure:

I	II	III
(With Teacher) A. Preparatory Activities (WT) - 5 min. 1. Name some things you see around 2. Are they of the same size? B. Presentation (18 min.)	A. Seatwork (20 min.) Review place value of 3-digit numbers e.g. What is the place value of the underlined digit? 1) 647 2) 469 3) 589	A. Seatwork (25 min.) Review place value of 4-digit numbers, e.g. What is the place value of the underlined digit? 1) 6 473 2) 9 543

1. Let some big children and some small children stand in front, then say as you point to the big children. Pedro is big. Nena is big. Jose is big.	- (Prepare 7 more exercises of 3-digit numbers) Self-checking, self-directed, and self-scoring exercises What number come before and after each number? (See exercises on: p. 6, Mathematics 2)	- 3) 6 174 - (Prepare 6 more exercises of 4-digit numbers) Self-checking Exercises C, D, E Workbook, Mastering Mathematics 3 p. 3

I	II	III
Ask: Who are big?		
Point to the small children, then say: Maria is small. Totoy is small. Kris is small.		
2. Present other big and small things like ball, chair, table, flower, etc.		
3. Let the children talk about these things by telling which are big and which are small.		

C. Generalization (2 min.)

What can you say about the things around us?
(Some are big.)
(Some are small.)

(Seatwork)

D. Application (Written) - 30 min.

From a set of objects (1 big, 1 small) let the children identify which are big and which are small.

See p. 5, Math 1

(With Teacher) Corrective Instruction (5 minutes)

Teacher checks the results of the seatwork exercises. She focuses on errors/ mistakes committed by the pupils.

Free Activity (5 min.)

Math Games

(With Teacher) Corrective Instruction (5 minutes)

I	II	III
(Seatwork) D. Evaluation 1. Provide exercises - Which is big? Which is small? (Similar to the exercises on p. 5 Math 1)	Contest on giving the value of each digit in a 3-digit number. e.g. 342 243 423	Teacher checks the work exercises. She focused on errors/ mistakes committed by the pupils.
2. Draw 1. big ball 2. small ball	(Add 10 more exercises) (With Teacher) B. Presentation (The 2 groups recite together) (20 minutes) 1. Using bundles of sticks, show pupils 54 and 45 sticks. Which has more sticks? We say 54 > 45. Explain:	D. Presentation (Gr. III listens and participates)

3. big table

4. small table

(Prepare 6 more exercises similar to these)

what > stands for. Give other examples.

2. Get 12 sticks and 24 sticks.

Which is less? We say 12 < 24. Explain what < stands for. Give more exercises on this.

3. Get 2 sets of 10 sticks. Which is more? less?

We say 10 = 10 Give other examples.

4. Show a place value chart. Look at the tens place.

H	T	O
	8	9
	4	8

Which is greater? lesser?

89 > 48

48 < 89

I	II	III

Show this chart.

H	T	O
6	4	2
9	6	4

:Look at the hundreds place.

Which is greater?
:lesser?

Read:

642 < 964

: 964 > 642

:

V

:

:

:

V

:Show this chart.

Th	H	T	O
7	4	9	8
8	7	4	9

:

Look at the thousands place.

:What number is greater? smaller?

Read:

:

7 498 is less than 8 749

: 8 749 is greater than 7 498

Exercises:

:

In the place value chart, use other 2- to 4-digit numbers and ask pupils to compare the numbers.

:

C. Generalization:

: To find out which is the greater or lesser number in a 2-digit number, what do you compare first? in a 3-digit number? in a 4-digit number?

V

Annex A

REGIONAL CORE OF TRAINORS

NAME	DESIGNATION	SUBJECT AREA
Region I		
1. Dolores A. Nimuan	Asst. Chief, EED	
2. Ligaya T. Miguel	Asst. Schools Div. Supt.	CE/GMRC
3. Gloria P. Osoteo	Educ. Supervisor II	English
4. Erlinda C. Cacanindin	Educ. Supervisor II	Science
5. Josefina G. Tamondong	Educ. Supervisor II	Math
Region II		
1. Jesusa M. Gambito	Chief, EED	
2. Rosalia D. Taguba	Asst. Chief, EED	
3. Romeo Malenab	Educ. Supervisor II	CE/GMRC
4. Belen Sibal	Educ. Supervisor II	English
5. Visitacion Rodriguez	Educ. Supervisor II	Science
6. Concepcion Gayagoy	Educ. Supervisor II	Math
Region III		
1. Luzminda C. Pelayo	Asst. Chief, EED	
2. Liwayway Mendoza	Elem. Sch. Principal II	CE/GMRC
3. Elsa M. Angeles	Educ. Supervisor II	English
4. Leonora D. Pasion	Elem. Sch. Principal II	Science
5. Salud D. Tiangco	Educ. Supervisor II	Math
Region IV		
1. Ester Lozada	Asst. Chief, EED	CE/GMRC
2. Irma A. Arias	Educ. Supervisor II	English
3. Yolita S. Amiscosa	Educ. Supervisor I	Science
4. Julie B. Victor	Div. Math Coordinator	Math
5. Abraham D. Avillanosa	Educ. Supervisor I	Science & Math

Region V

1.	Teresita Diaz-Naz	Chief, EED	
2.	Gloria G. Alpajaro	Educ. Supervisor II	CE/GMRC
3.	Orfelina O. Tuy	Educ. Supervisor II	English
4.	Marilyn Dimaano	Educ. Supervisor I	Science
5.	Zenaida G. Glipo	Educ. Supervisor II	Math

Region VI

1.	Ophelia G. Zoluaga	Chief, EED	
2.	Mehelendre Luntao	Educ. Supervisor II	CE/GMRC
3.	Emolyn Corteza	Asst. Schools Div. Supt.	English
4.	Corazon Espino	Educ. Supervisor I	Science
5.	Mina Celia V. Angostura	Asst. Chief, EED	Math

Region VII

1.	Patrocinio S. Gamelo	Chief, EED	
2.	Rhodora T. Mendoza	Educ. Supervisor II	CE/GMRC
3.	Carmelita Tumulak	Educ. Supervisor II	English
4.	Sinforiana Abear	Educ. Supervisor II	Science
5.	Gumersinda Sasam	Educ. Supervisor II	Math

Region VIII

1.	Rozabel C. Tajo	Chief, EED	
2.	Soledad B. Acidre	Educ. Supervisor II	CE/GMRC
3.	Sabina Ignacio	Educ. Supervisor I	English
4.	Hermogenes N. Cairo	Educ. Supervisor I	Science
5.	Crisantema Pastor	Educ. Supervisor I	Math

Region IX

1.	Pilar D. Guevara	Chief, EED	
2.	Florencia B. Fronda	Educ. Supervisor I	CE/GMRC
3.	Rosalina A. Singco	Educ. Supervisor I	English
4.	Beatriz Aranan	Educ. Supervisor II	Science
5.	Amelia P. Torralba	Educ. Supervisor II	Math

Region X

1.	Rafael Z. Ilago	Chief, EED	
2.			CE/GMRC
3.	Nona Estilo	Educ. Supervisor II	English
4.	Narciso Siembra	Educ. Supervisor II	Science
5.	Elsa Sarigumba	Educ. Supervisor II	Math

Region XI

1.	Zenaida F. Gomez	Educ. Supervisor II	
2.	Grilleta N. Irava	Educ. Supervisor I	CE/GMRC
3.	Gloria Labor	Educ. Supervisor I	English
4.	Rebecca Torres	Educ. Supervisor I	Science
5.	Adelfa N. Espartero	Elem. Sch. Principal II	Math

Region XII

1.	Blah Usman	Chief, EED	
2.	Ramona Quesada	Educ. Supervisor II	English
3.	Lolita B. Romuar	Educ. Supervisor II	Science

C A R

1.	Juanita Madarang	Asst. Chief, EED	
2.	Gertrudes Morales	Educ. Supervisor II	CE/GMRC
3.	Norma S. Sanchez	Master Teacher II	English
4.	Modesta Bastian	Educ. Supervisor II	Science
5.	Jaime Paredes	Educ. Supervisor I	Math

N C R

1.	Benjamin D. Miranda	Asst. Chief, EED	
2.	Helen F. delos Santos	Educ. Supervisor II	CE/GMRC
3.	Lourdes Victoriano	Educ. Supervisor II	English
4.	Flordeliza Mayari	Educ. Supervisor II	Science
5.	Estrella Mercado	Educ. Supervisor II	Math

CORE OF TRAINORS

NAME	DESIGNATION	DIVISION/SCHOOL
REGION I		
1. Mrs. Aurora Domingo	Principal	Pogolasip E/S
2. Mrs. Agustina Oana	- do -	SPED Center
REGION II		
3. Mrs. Remedios Panganiban		Bayombong West E/S
4. Ms. Fely Tattao	ES - II	Palua E/S
REGION III		
5. Mrs. Celia Toledo	Principal	Llanera, Nueva E.
6. Mrs. Celerina Piga	- do -	San Marcelino, Zambales
REGION IV		
7. Ms. Elizabeth Mercado	Principal	San Juan E/S
8. Luz de Leon	- do -	Dolores E/S
REGION V		
9. Ms. Fe D. Dolot	Principal	Bangerohan E/S
10. Mrs. Ofelia Cereno	- do -	Camarines Norte Division
REGION VI		
11. Ms. Araceli de la Pena	Principal	Himamaylan I C/S
12. Mr. Rolando Calibjo	- do -	San Jose E/S
REGION VII		
13.	Principal	
14.	- do -	
REGION VIII		
15.	Principal	
16.	- do -	
REGION IX		
17. Mr. Rodolfo Nicolas	Principal	Don Gregorio Evangelista Mem. Sch.
18. Mrs. Elidia Hebron	- do -	Guiwan E/S

NAME	DESIGNATION	DIVISION/SCHOOL
REGION X		
19. Mrs. Erlinda Maravilla	Principal	Surigao City
20. Mrs. Nenita Gonzales	- do -	Surigao Norte
21. Dr. Felicitas A. Mondigo	ES II	
REGION XI		
22. Ms. Eva Antipuesto	Principal	Porras E/S
23. Ms. Fe delos Reyes	- do -	Magugpo Pilot Cent. E/S
REGION XII		
24. Ms. Elizabeth Tabile	Principal	
25. Ms. Edzel Jubcan	- do -	
REGION CAR		
26. Mr. Jimmy Andawe	Principal	Sagada C/S
27. Mr. Domingo Caluya	- do -	Luna C/S
REGION NCR		
28. Mr. Gerardo Consolacion	Asst. EED Chief	DECSRO NCR
29. Ms. Yolanda Capulong	Principal	Phil. Sch. for the Deaf Pasay City

Annex B

LIST OF AVAILABLE CURRICULUM MATERIALS *

Learning Areas	Type of Material	No. of Modules
Mathematics	Multi-Level Materials	69
	Enrichment Exercises	1 learning package
	Modules for Fast Learners	7
English	Multi-Level Materials	48
	Enrichment Exercises	30
	Modules for Fast Learners	6
Filipino	Multi-Level Materials	54
	Enrichment Exercises	6 + 1 TM
	Modules for Fast Learners	8
Science & Health	Modules for Fast Learnres	3
Heograpiya/Kasaysayan/Sibika		5
	Handbook - Globe and Map Skills	1
Sining	Modules for Fast Learnres	1
Musika	Modules for Fast Learnres	1
Edukasyong Pagpapahalaga	Modules for Fast Learnres	1

* The regions have copies of those materials