



Republic of the Philippines
Department of Education
REGION I

SCHOOLS DIVISION OFFICE OF ALAMINOS CITY

Office of the Schools Division Superintendent



DIVISION MEMORANDUM
DM-2022-070

TO: Assistant Schools Division Superintendent -
Chief, Curriculum Implementation Division (CID) -
Chief, School Governance and Operation Division (SGOD)
Heads of Public Elementary and Secondary Schools
All Others Concerned

SUBJECT: **PROJECT 5-MINUTE DRILL AND PRACTICE FOR EARLY NUMERACY MONITORING TOOL**

FROM: Office of the Schools Division Superintendent

DATE: March 3, 2022

1. This division, through the Curriculum Implementation Division, crafted a monitoring tool on the practices of teachers in the Project 5-minute Drill and Practice in Mathematics Lessons for Early Numeracy. However, this evaluation tool can be utilized in all grade levels in elementary and secondary schools in support of the mathematics program to improve mathematics performance.
2. It is advised that school heads or department heads in math use the monitoring tool in the implementation of the mathematics program. Moreover, the Education Program Supervisor in charge of Mathematics shall be required to monitor the program's implementation on a monthly basis to ensure that it is well implemented.
3. Attached hereto is the monitoring tool and the executive summary of the project.
4. For information, guidance, wide dissemination and strict compliance.


LORNA G. BUGAYONG PhD, CESO V
Schools Division Superintendent

With hundred reasons to serve!



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MONITORING TOOL FOR EARLY NUMERACY
 "PROJECT 5 MINUTE DRILL AND PRACTICE IN MATHEMATICS LESSONS"

Direction: (For the School Head)

Below are statements on the practices of teachers in the Project 5- minute Drill and Practice for Early Numeracy. Please check the appropriate column best describes the teacher using the table below.

Practices of teachers in the implementation of PROJECT 5 MINUTE DRILL AND PRACTICE IN MATHEMATICS LESSONS	5 Very Highly Practiced (VHP)	4 Highly Practiced (HP)	3 Moderately Practiced (MP)	2 Fairly Practiced (FP)	1 Not Practiced (NP)
1. The teacher gives drill and practice on a daily basis for math lessons, which require a minimum of 5 minutes.					
2. The teacher integrates drill and practice in any portion of the lesson during pre-developmental, developmental, and post-developmental activity.					
3. The teacher exposes his/her students to drill and practice of one problem solving or reciting math rules, principles, and vocabulary per day.					
4. The teacher provides activity or exercise sheets to the learners.					
5. The teacher provides feedback on their drill and practice.					
6. The teacher has a sufficient supply of drill and practice materials.					
7. The teacher gives drill and practice activities as an assignment on weekends.					
8. The teacher encourages parents and guardians as an avenue of bonding between child and parent.					
9. The teacher provides a summative assessment of the administered drill and practice.					

Comments: _____

Recommendations: _____

Teacher

School Head

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EXECUTIVE SUMMARY OF PROJECT 5 MINUTE DRILL AND PRACTICE IN MATHEMATICS LESSONS

The Project 5-Minute Drill and Practice in Mathematics Lessons is a flagship numeracy program of SDO Alaminos City which aims to master the learning competencies of grades 1 to 3 or even higher grades in the elementary and secondary schools. It shows the importance of drills and practice in understanding concepts. Moreover, merely understanding mathematical concepts is not enough, as it needs practice to reinforce and enhance learning. Therefore, concept understanding and practice are both closely related and reinforce each other. When a learner is exposed to drill and practice while the teacher is teaching the mathematics concepts, the learner will understand better. Moreover, exercises that provide similar practice or are related to a common concept or skill will strengthen students' understanding of the concept or skill and will increase their mastery of the skill. In fact, these drills and practice may be considered to aid the students in building up "a schema."(Skemp, 1991).

In this program, the teacher will have the usual practice of teaching math lessons. The teacher will deliver drills and practice of the lessons that last at least 5 minutes daily. Hence, during pre-developmental, developmental, and post-developmental activities, the teacher incorporates drills and practice into any part of the lesson. Moreover, the teacher gives his or her students one problem-solving or recitation of math rules, principles, and vocabulary per day to drill and practice. In addition, the students receive activity worksheets from the teacher. Drill and practice materials are more than enough for the teacher to give. On weekends, the students were given drill and practice assignments as homework. The teacher urges parents and guardians to use their time together as a means of bonding with their children. Lastly, the teacher gives a summative assessment to the students.

In this regard, the School Heads, together with the Education Program Supervisor in mathematics, are enjoined to administer monitoring of the program.

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