



Republic of the Philippines  
**Department of Education**  
REGION IV- A CALABARZON  
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

14 November 2025

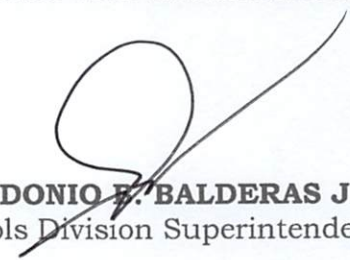
DIVISION MEMORANDUM  
No. **811** s. 2025

**ENHANCING LEARNERS' NUMERACY SKILLS THROUGH PROJECT NUMERO  
(NUMERACY UNDERSTANDING AND MASTERY FOR EDUCATIONAL  
READINESS AND OUTCOMES): A STRATEGIC APPROACH TO  
FOUNDATIONAL MATH MASTERY**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Heads, Public Elementary and Secondary Schools  
Heads, Unit/Section  
All Others Concerned

1. Pursuant to **DepEd Order No. 12, s. 2015 Guidelines on the Early Language, Literacy, and Numeracy Program**, the City Schools Division of the City of Tayabas aims to improve literacy and numeracy skills of every Batang Tayabasin.
2. The program establishes a sustainable school-based mentoring system to train teachers and school heads in professional development, with a specific focus on the professional development portion of the overall ELLN program implementation. The goal is to equip teachers with the skills to foster lifelong learning in students.
3. Relative to this, 2 Batches of training-workshop shall be conducted on **November 18-20, 2025 (Batch 1) and November 25-27, 2025 (Batch 2)** at M.I. Sevilla Resort, Brgy. Domoit, Lucena City. A preliminary session shall be held online on **November 17, 2025 at 2:30-5:00 P.M.**, for all participants of **Batches 1 and 2**. The credential for the online session is: Meeting ID: 416 098 388 025 9. Passcode: ZP2g88nA
4. List of Participants may be accessed through <https://tinyurl.com/NUMERO-Participants-2025>.
5. Expenses for the training materials and supplies, venue, and food, of the participants and the Technical Working Committee, are chargeable against HRTD Funds; their traveling expenses shall be charged to MOOE, subject to availability of funds following the usual budgeting, accounting and auditing rules and regulations.
6. Attached are Enclosure 1–Training Matrix; Enclosure 2–Technical Working Group and Enclosure 3–List of Materials for Workshop.
7. Participants must bring the materials specified in Enclosure 3, as these are essential for the workshop. A laptop is not required.

8. Immediate dissemination of and strict compliance with this Memorandum is desired.

  
**CELEDONIO B. BALDERAS JR.**  
Schools Division Superintendent

Encl.: As stated

Reference: DepEd Order No. 12, s. 2015

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

**PROFESSIONAL DEVELOPMENT**

SGOD- enhancing learners' numeracy skills through project numero (numeracy understanding and mastery for educational readiness and outcomes): a strategic approach to foundational math mastery  
SGOKSLGS-003874/November 14, 2025



Enclosure 1

**TRAINING MATRIX**

Enhancing Learners' Numeracy Skills Through Project Numero (Numeracy Understanding and Mastery for Educational Readiness and Outcomes)  
A Strategic Approach to Foundational Math Mastery

**November 17, 2025 (Online Session)**

**November 18-20/November 25-27, 2025 (Face-to-Face)**

Topics/Time Allotment per topic/Resource Person	Expected Learning Outcome	Assessment Strategies/Tools	Expected Output	Facilitator/Resource Speaker
<ul style="list-style-type: none"> <li>Arrival</li> <li>Registration</li> <li>Preliminaries                             <ul style="list-style-type: none"> <li>-National Anthem</li> <li>-Prayer</li> <li>-Attendance</li> <li>-Rationale and Objectives</li> <li>-Inspirational Messages</li> <li>-Energizer</li> </ul> </li> </ul>				<b>PMT</b>
Session 1. What is Numeracy? A Look into the Relevance of Numbers  a. Number Magnitude b. Number Meaning c. Number Relationships d. Number Sense e. One-One Correspondence f. Parity g. Sign h. Type/Nature i. Relationship	<ul style="list-style-type: none"> <li>Define numeracy and explain its relevance in daily life and education.</li> <li>Identify and describe the different components of numeracy.</li> <li>Demonstrate ways to translate numeracy concepts</li> </ul>	<ul style="list-style-type: none"> <li>Reflection notes/exit ticket: "One way I can make numeracy meaningful for learners is. . ."</li> <li>Participation in group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Group output: Consolidation of responses on numeracy relevance in school and real life.</li> <li>Individual reflection on the role of numeracy in teaching.</li> </ul>	Jerome A. Chavez



j. Representation  (4 hours, online or face to face)	into meaningful and engaging classroom learning experiences.			
<p>Session 2. Building Addition Skills: Practical Approaches for the Classroom</p> <p>a. Counting All b. Counting On c. Doubles/Near Doubles d. Making Tens e. Breaking Each Number into Its Place Value f. Adding Up in Chunks g. Number Lines h. Addition without Regrouping i. Addition with Regrouping j. Use of Manipulatives</p> <p>(4 hours, face to face)</p>	<ul style="list-style-type: none"> <li>• Apply variety of strategies for teaching addition.</li> <li>• Determine lesson activities that integrate manipulatives and visual models in teaching addition.</li> <li>• Demonstrate learner-centered approaches to make addition more engaging and meaningful.</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist/rubric for microteaching simulation</li> <li>• Peer feedback on designed activities</li> </ul>	<ul style="list-style-type: none"> <li>• Sample activity sheets/lesson snippets on teaching addition</li> <li>• Peer-reviewed microteaching demonstration</li> </ul>	<p>Ryan R. Sayson Jenny Rose P. Cabalsa Fitz James J. Lavadia</p>
<p>Session 3. Making Subtraction Stick: Strategies and Activities for Meaningful Learning</p> <p>a. Adding Up b. Removal or Counting Back</p>	<ul style="list-style-type: none"> <li>• Explain different subtraction strategies and when to apply them.</li> <li>• Design and implement classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>• Review of designed problems using a rubric</li> <li>• Feedback from peers and facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• A mini-resource pack of subtraction activities and problems</li> <li>• Compilation of contextualized</li> </ul>	<p>Sjerilyn B. Reyes Maricel Z. Garcia</p>



Place Value and Negative Numbers Keeping Ac Constant Difference Adjusting One Number to Create an Easier Problem f. Number Lines g. Subtraction without Regrouping h. Subtraction with Regrouping i. Use of Manipulatives  <b>(4 hours, face to face)</b>	that strengthen learners' understanding of subtraction .  • Integrate real-life contexts in teaching subtraction to develop problem-solving and reasoning skills.		subtraction examples	
Session 4. Multiplication Matters: Practical Strategies for Teaching Multiplication with Confidence  a. Repeated Addition b. Skip Counting c. Using an Array Model d. Partial Products e. Doubling and Halving f. Breaking Factors into Smaller Factors g. Using Number Lines h. Using Manipulatives	<ul style="list-style-type: none"> <li>• Describe and apply various multiplication strategies.</li> <li>• Create classroom activities that promote conceptual understanding of multiplication.</li> <li>• Use engaging teaching tools to reinforce multiplication fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation checklist of workshop participation</li> <li>• Peer and facilitator evaluation of outputs</li> </ul>	<ul style="list-style-type: none"> <li>• Set of multiplication activities tailored for classroom use</li> <li>• Visual aids</li> </ul>	John Michael Losañez Leanne Pornela

(4 hours, face to face)				
<p>Session 5. Decoding Division: Strategies for Teaching Division Concepts with Clarity</p> <p>a. Repeated Subtraction b. Sharing/Dealing Out c. Multiplying Up d. Partial Quotients e. Proportional Reasoning f. Using Number Lines g. Using Manipulatives</p> <p>(4 hours, face to face)</p>	<ul style="list-style-type: none"> <li>• Differentiate the various models of division.</li> <li>• Develop interactive activities that help learners connect division to multiplication and real-world contexts.</li> <li>• Employ strategies to address common misconceptions and difficulties in learning division.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric for real-life scenario design(relevance, clarity, engagement )</li> <li>• Peer feedback on microteaching</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of contextualized division word problems</li> <li>• Demonstrated teaching</li> </ul>	Roderick S. Placino Norian C. Padua
<p>Session 6. Think, Plan, Solve: Problem-Solving Strategies Across Basic Operations</p> <p>(4 hours, face to face)</p>	<ul style="list-style-type: none"> <li>• Distinguish between routine and non-routine problems and their applications.</li> <li>• Apply different problem-solving strategies to basic operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-solving tasks checked for alignment with competencies</li> <li>• Group presentations with peer/facilitator feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Bank of problem-solving activities (routine and non-routine)</li> <li>• A guide showing strategies to approach different problem types</li> </ul>	Joan Joy J. Eclarin Charlyn C. Amparo



	<ul style="list-style-type: none"> <li>• Design learner-centered problem-solving tasks that promote critical thinking and real-life application</li> </ul>			
<p>Session 7. Creating Effective Teaching and Learning Resources by Key Stage</p> <p>(4 hours, offline or face to face; 4 hours, face to face)</p>	<ul style="list-style-type: none"> <li>• Identify the numeracy needs and curriculum competencies specific to each key stage.</li> <li>• Develop teaching and learning resources tailored to learners' developmental levels and contexts.</li> <li>• Collaborate with peers to produce and refine numeracy resources that can be used across the division.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation on competencies per key stage</li> <li>• Group work: identify numeracy needs and design teaching resources per stage</li> <li>• Presentation and peer review of developed resources</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning resource package for each key stage</li> <li>• Compiled outputs as part of the Tayabas Numeracy Resource Bank</li> </ul>	Jerome A. Chavez

Enclosure 2

**Technical Working Committee**

**Overall Chairperson:** Celedonio B. Balderas, Jr. – Schools Division Superintendent

**Co-Chairperson:** Herbert D. Perez – Assistant Schools Division Superintendent

Committee	Person/s In-Charge	Terms of Reference
Program Manager	Edwin R. Rodriguez Imelda C. Raymundo	<ul style="list-style-type: none"> <li>- Oversees the implementation of the entire program.</li> <li>- Orients the PMT on their terms of reference and details of the program design</li> <li>- Organizes and supervises the PMT to ensure that all processes are carried out and outputs delivered according to standards</li> </ul>
Learning Manager	Jerome A. Chavez Luzviminda E. Saludaes	<ul style="list-style-type: none"> <li>- Leads the conduct of the program Ensures that the program is carried out based on the detailed design in collaboration with the resource persons</li> <li>- Prepares and maintains a conducive learning environment by facilitating unfreezing, levelling of expectations, and norm-setting activities and by addressing emerging learning needs</li> <li>- Facilitates management of learning activities as scheduled and as nee</li> </ul>
Resource Speaker / Subject Matter Expert	Jerome A. Chavez Ryan R. Sayson Jenny Rose P. Cabalsa Fitz James J. Lavadia Sjerilyn B. Reyes Maricel Z. Garcia John Michael Losañez Leanne Pornela Roderick S. Placino Norian C. Padua Joan Joy J. Eclarin Charlyn C. Amparo	<ul style="list-style-type: none"> <li>- Applies effective presentation and facilitation techniques in conducting assigned sessions</li> <li>- Provides expert content input during learning sessions</li> </ul>
M&E Officer	Montano L. Agudilla, Jr.	<ul style="list-style-type: none"> <li>- Prepares and implements the Monitoring and Evaluation Plan in collaboration with the PMT</li> </ul>



		<ul style="list-style-type: none"> <li>- Applies process observation and prescribed tools to monitor and evaluate program delivery</li> <li>- Administers and analyzes the results of Level 1 evaluation which is to be presented during debriefing</li> <li>- Assists the Learning Manager in administering and analyzing the results of Level 2 evaluation</li> <li>- Prepares Post-Program Delivery M&amp;E Report and submits to PM for inclusion in the Program Completion Report</li> </ul>
Documenter/ Secretariat	<p>La Trisha Dalit</p> <p>Jerome A. Javin</p> <p>Erison Albis</p>	<ul style="list-style-type: none"> <li>- Documents the proceedings of the learning sessions using the prescribed documentation template</li> <li>- Take photos of the different parts of the program delivery</li> <li>- Attends to registration needs of learners/participants</li> <li>- Ensures that the learners/participants fill up attendance sheets every day.</li> <li>- Assists in the distribution of learning materials and supplies</li> <li>- Assists in the collection of session outputs</li> <li>- Compiles session documents and learning resource materials</li> </ul>
Logistics Officer	Luzviminda A. Saldares	<ul style="list-style-type: none"> <li>- Ensures the quality, adequacy, and availability of facilities and resources to support the successful implementation of the program</li> <li>- Leads the ocular inspection of venues to ensure adherence to standards and specifications</li> <li>- Checks that venue are always ready for use and conducive to learning</li> <li>- Ensure that training adheres to ethical considerations</li> </ul>

Welfare Officer		<ul style="list-style-type: none"> <li>- Ensures that provisions for inclusion, safety, security, health and wellness of participants, PMT, resource persons are adequate and available at all times in the venue</li> <li>- Attends to emerging inclusion, safety security, health and wellness concerns of participants, PMT and resource persons (including incidents of social exclusion, sexual harassment, etc.)</li> </ul>
Finance Officer/s	Benjamin A. Millares Agnes M. Luzadas	<ul style="list-style-type: none"> <li>- Oversees all finance-related concerns of the program, including the efficient allocation and timely release of funds as well as the documentation for liquidation</li> <li>- Initiates procurement processes of resources, materials and relevant services, and follows up fund disbursement with appropriate offices</li> <li>- Monitors and documents all disbursements against budget to support liquidation</li> <li>- Liquidates all fund disbursement and prepares a financial report</li> </ul>



Enclosure 3

**LIST OF MATERIALS**

<b>TOPIC</b>	<b>Materials needed</b>
<b>PROBLEM SOLVING</b> Day 1 November 17 & 25, 2025	Meter Stick Tape Measure
<b>ADDITION</b> Day 1 November 17 & 25, 2025	Any one small object (i.e. pencil, notebook, ball)
	Number cards (1-30: two numbers in long bond paper per grade level)
	Base 10 blocks Counters (i.e. chips, popsicle sticks, straws) Play money
<b>SUBTRACTION</b> Day 2 November 18 & 26, 2025	Base ten blocks
	Popsicle sticks (bundles of tens, and individual sticks)
<b>MULTIPLICATION</b> Day 2 November 18 & 26, 2025	Counters (i.e. chips, popsicle sticks, straws) Base ten blocks Geoboard
	Counters (i.e. chips, popsicle sticks, straws) Graphing paper (10 pcs per school) Folder (1 pc per school – any size) Scissors
<b>DIVISION</b> Day 2 November 19 & 27, 2025	