Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

September 11, 2025

DIVISION MEMORANDUM
No. 499, s. 2025

INTENSIFIED IMPLEMENTATION OF MATHEMATICAL INTERVENTION PROJECTS

To: Assistant Schools Division Superintendent
Division Chiefs
Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary School Heads
All Others Concerned

1. In line with the Division's ongoing commitment to enhancing Mathematics instruction across all key stages, the Schools Division of Bulacan hereby emphasizes the urgent need for all schools to reinforce and implement targeted interventions that are aligned with the competencies assessed in the **Rapid Mathematics Assessment (RMA)**. These initiatives are intended to improve learners' numeracy skills, address existing learning gaps, and strengthen overall mathematical proficiency across all grade levels.

2. As part of the Division's ongoing commitment to improving students' numeracy skills and addressing gaps in their mathematical performance, the following interventions must be consistently and actively implemented in all schools. These interventions are designed to support learners in building a strong foundation in mathematics, developing their problem-solving abilities, and ensuring that they are equipped with the necessary skills to succeed in future assessments and real-life situations.

- **A Problem A Day (APAD):** designed to foster the development of problem-solving skills and to support the application of mathematical concepts in real-life contexts. Through daily problem-solving exercises, APAD aims to enhance learners' critical thinking and empower them to independently address complex mathematical challenges.

- **Basic Facts A Day (BFAD):** focused on the mastery of essential mathematical operations, number facts, and mental computation. Regular practice in these foundational areas will promote accuracy,

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fluency, and mental agility, which are key to students' overall mathematical development.

- **Number Race:** intended to improve learners' speed and accuracy in solving mathematical tasks. By fostering mental agility and reinforcing computational skills under timed conditions, the Number Race intervention will help learners build confidence and proficiency in performing mathematical operations efficiently.

3. To support the effective implementation of the interventions, Public Schools District Supervisors and Schools Heads are tasked with the following responsibilities to ensure the successful implementation of the interventions.

- Monitor the integration of interventions into daily classroom practices, ensuring that they are effectively aligned with the Most Essential Learning Competencies (MELCs) and curriculum standards.
- Oversee the equitable benefit of these interventions for all students, ensuring that every learner receives the necessary support to improve their mathematical proficiency.
- Support teachers in delivering the interventions with fidelity, offering guidance and addressing challenges as they arise.
- Ensure consistency in the application of intervention strategies across the schools, promoting collaboration among teachers and staff.

4. Teachers are encouraged to employ diverse and developmentally appropriate teaching strategies to deliver APAD, BFAD, and Number Race activities. Engaging and innovative instructional methods will not only foster active student participation but also ensure that the learning experience remains meaningful and motivating for all learners. Additionally, teachers are required to document their best practices, challenges encountered, and student progress. This documentation will be submitted as part of the school's regular reports to the District and Division Offices. Such reports will contribute to the continuous improvement of teaching practices and help refine intervention strategies as needed.

5. The Division will conduct periodic **Monitoring, Evaluation, and Validation (MEV)** activities to assess the effectiveness of the interventions and track the progress of their implementation. District and Division Offices will provide necessary technical assistance to ensure that all interventions are carried out with fidelity and are achieving the desired outcomes.

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6. Attached is Enclosure No. 1, on the Guidelines in the Implementation of Mathematical Intervention Projects, for guidance and reference.

7. Immediate and wide dissemination of this Memorandum is desired.

[redacted]

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Officer-in-Charge
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Enclosure No. 1 to Division Memorandum No. 449 s. 2025

GUIDELINES IN THE INTENSIFIED IMPLEMENTATION OF MATHEMATICAL INTERVENTION PROJECTS

I. **Basic Facts A Day (BFAD)** is a classroom strategy to strengthen learners' mastery of basic math facts (addition, subtraction, multiplication, and division). It is implemented in a simple, consistent, and engaging way. In essence, OBFAD is not about giving many drills at once. It's about consistent, focused practice on one fact per day, helping learners develop fluency and automaticity in math facts over time.

II. Steps in Implementing BFAD

1. Selection of the Basic Fact
   The teacher prepares one math fact per day (e.g., "7 × 8 = ?" or "15 – 9 = ?"). This is aligned with the learners' grade level and competencies. The fact of the day can be written on the board, flashed on the screen, or shown on a flashcard.

2. Presentation
   At the start (or end) of the class, the teacher introduces the day's fact. Example: "Today's fact is: 9 × 6 = 54."

3. Engagement / Quick Practice
   Learners are asked to: Repeat the fact aloud as a class (choral response). Use it in a short drill (e.g., "What is 9 × 6? Who can answer in 3 seconds?").
   Connect it to related facts (e.g., if 9 × 6 = 54, then 54 ÷ 6 = 9). A quick game or pair activity can make practice fun.

4. Application
   Learners may write the facts in their math journal/notebook. The teacher may give 2–3 quick exercises involving the fact (word problem, number sentence, or mental math check).

5. Reinforcement
   The teacher links the fact to previously learned ones. Example: "Remember yesterday we had 8 × 7 = 56. Today's fact, 9 × 6 = 54, is just 2 less." A spiral review of past facts can be done weekly.

6. Assessment / Mastery Check

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A short oral or written quiz (2–3 items) may be given after several days to see if learners retain the facts.

Mastery charts or stickers can be used for motivation.
Tips for Teachers

- Keep it short (3–5 minutes daily) so it does not consume regular lesson time.
- Use rhymes, chants, visuals, or mnemonics to make facts stick.
- Incorporate peer tutoring or group recitation for variety.
- Celebrate small wins—applause, stickers, or "Math Star of the Day."

A Problem A Day (APAD)

I. APAD is a daily problem-solving routine that helps learners practice critical thinking, reasoning, and application of math in real-life situations, while also building their confidence and persistence.

II. Selection of the Problem
The teacher prepares one word problem per day, aligned with the current lesson or spiral progression. The problem should encourage learners to use reasoning, not just recall. Example (Grade 4): "Ana has 36 apples. She wants to put them equally into 6 baskets. How many apples will each basket have?"

III. Presentation
The teacher presents the problem at the start of the math period (can also be a routine after (BFAD). The problem is written on the board, projected, or read aloud.

IV. Individual Thinking
Learners are given time to analyze the problem. Encourage them to underline keywords, draw models, or use number sentences. The teacher may prompt with questions: "What is asked? What are the facts given? What operation will you use?"

V. Collaborative Discussion
Learners may share their solutions with a seatmate or small group. The teacher invites volunteers to explain their reasoning on the board. Multiple solution strategies are welcome.

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VI. Solution and Reflection
Teacher confirms the correct answer and highlights the reasoning process. Learners copy the solution in their Math Journal / APAD Notebook. Teacher asks a reflective question: "If the number of baskets were 9, how would your solution change?"

VII. Reinforcement
Teachers link the problem to real-life context or higher-order questions. Weekly recap: learners solve 1–2 problems from the week without help to check retention.

Tips for Effective APAD

- Keep the problem doable but slightly challenging (scaffold for weaker learners).
- Various problem contexts—money, time, measurements, games, and school life.
- Use Polya's 4 Steps in Problem-Solving (Understand → Plan → Solve → Check).
- Allocate 5–10 minutes daily, enough for quick practice without eating up the main lesson.
- Encourage learners to explain "how", not just "what," in their answers.

Numberace

I. Number Race (Numberace) is another daily math routine, usually paired with BFAD (Basic Facts a Day) and APAD (A Problem a Day). While BFAD builds automatic recall of basic facts and APAD builds problem-solving skills, Number Race focuses on speed, accuracy, and fun in math drills through a game-like competition. In essence, Number Race is a fun, competitive drill routine that develops speed and accuracy in basic computation, while motivating learners through games and recognition. It complements OBFAD and APAD to ensure learners are fact-fluent, problem-solvers, and confident math performers.

II. Preparation
The teacher prepares a set of short computational problems (e.g., addition, subtraction, multiplication, division, or mixed operations). These are written on the board, flashcards, or printed as worksheets.

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The number of items depends on grade level (e.g., 5–10 for younger grades, 15–20 for older learners).

III. Game Mechanics

Learners compete to solve the problems as quickly and accurately as possible. It can be done in several formats:

a. Individual Race: Each learner answers all items. First to finish with correct answers is the "Math Racer of the Day."
b. Team Race: The class is divided into groups; each member solves one item in sequence (relay style).
c. Board Race: Volunteers solve problems on the board in a timed manner.

III. Conducting the Race

a. The teacher announces: "Ready, get set, solve!"
b. Learners start answering under a time limit (e.g., 2–3 minutes).
c. Teacher checks speed and accuracy—both are valued, not just who finishes first.

IV. Recognition

a. Winners (fastest + most accurate) are recognized as "Number Ace" of the day.
b. A sticker, star, or simple applause motivates learners.
c. Emphasis is placed on improvement, not just winning.

V. Reinforcement

The teacher reviews any common mistakes after the race. Learners reflect: "Which part was easy? Which part was tricky? How can I be faster next time?" Weekly tallies can be kept to track progress.

Tips for Teachers

- Keep the activity short (3–5 minutes daily) to maintain excitement.
- Rotate formats (individual, pair, group) to avoid monotony.
- Make sure accuracy comes before speed—reward correct solutions first.
- Integrate mental math strategies (e.g., doubling, breaking apart numbers) so learners solve smarter, not just faster.
- Celebrate personal improvement (e.g., "Today you got 7 correct, last week it was 5—great job!").