



**UTILIZATION OF TEACHER MADE ACTIVITY SHEETS TO ENHANCE THE
NUMERACY SKILLS OF LEARNERS IN SELECTED ELEMENTARY
SCHOOLS IN THE DIVISION OF BATANGAS CITY**

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ABSTRACT

Teacher-made activity sheets effectively addressed individual learning gaps by allowing teachers to adjust task complexity and embed scaffolded exercises. This study examined the utilization of teacher-made activity sheets in enhancing numeracy skills among learners in selected elementary schools in Batangas City. The learners' academic performance exhibited substantial progress after using these sheets, with their scores shifting noticeably into higher proficiency brackets. These activity sheets were utilized to a great extent, as evidenced in four components: instructional planning, alignment with learning objectives, formative assessment practices, and student engagement. Meanwhile, there was no significant relationship between the extent of utilization and academic performance, suggesting that high usage alone did not guarantee improved numeracy outcomes.

Challenges identified included time management, alignment with competencies, resource limitations, differentiation for diverse learners, engagement, and clarity of activities. A proposed improvement plan highlighted the systematic integration of activity sheets into

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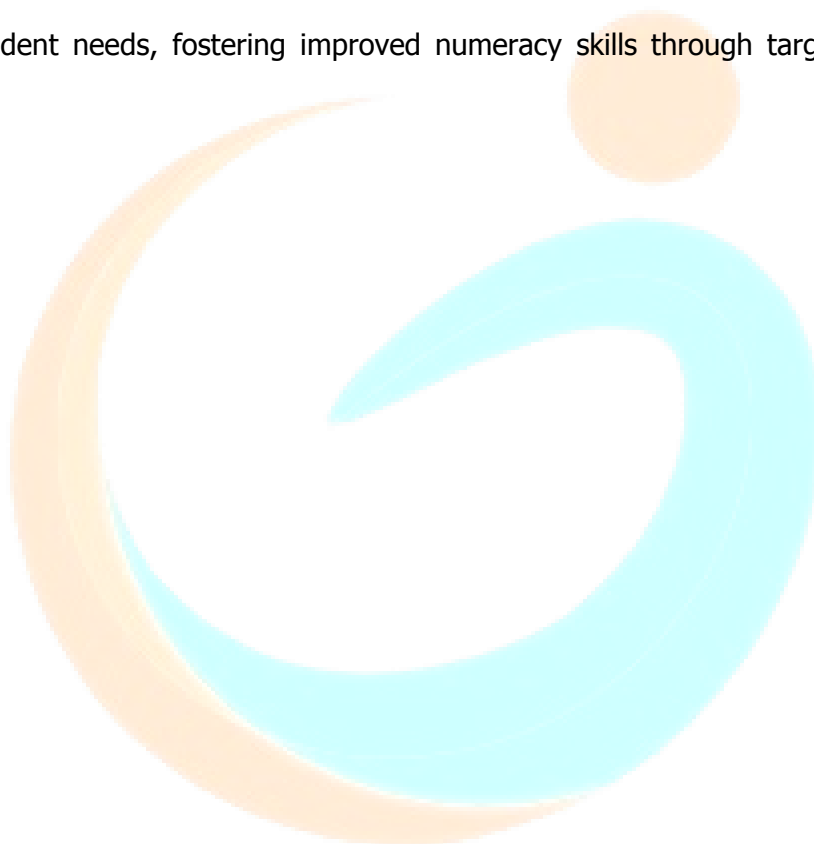
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instructional practices, emphasizing quality assurance, collaborative development, and professional training. Recommendations included sustaining quality processes, combining activity sheets with differentiated teaching strategies, addressing implementation challenges, and conducting further research to evaluate the plan's effectiveness. The study underscored teacher-made activity sheets as vital tools for scaffolded, curriculum-aligned learning tailored to diverse student needs, fostering improved numeracy skills through targeted, engaging practice.



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