**Daily Math Review – The Guide**

2nd Grade

**The Setting:**

* Students are sitting at their desks.
* Students should be assigned a Daily Math Review partner.
* Students should be sitting in close proximity to their partner.
* Students should know what Daily Math Review “TIME” looks and sounds like. It will take some time to establish this routine.

**The Materials:**

* Students should paper and pencil for DMR.
* You may provide students with whiteboards/manipulatives, if you find them to be necessary and appropriate.
* Use a projector or whiteboard to present the problems.

**The Problems:**

* The teacher deliberately selects problems that represent different math standards that focus on student review and practice on variations of the same problems throughout a two week period.
* 1 – 3 problems:
	+ Start small (1 problem) to establish routine.
	+ Add up to 2 more problems as students become comfortable with the process.

**The Progression:**



**Daily Math Review**

Teacher Directed

**Page Set Up**

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| **Time:** 2 – 3 minutes | **Purpose:** To prepare student’s paper for Daily Math Review. |

**Teacher Actions –**

*Follow this Guide:*

* Put your name and date in the top right hand corner of your paper.
* Check your partner’s paper.
* Make sure you show all your work.
* Tell your partner to show their work.
* Now let’s say it together: show your work!

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**Independent**

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| **Time:** 2 minutes | **Purpose:** Students begin to solve problems. |

**Teacher Actions –**

* Walking around
* Monitoring student work

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**Partner**

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| **Time:** 3 - 6 minutes | **Purpose:** Students collaboratively solve problems. |

**Teacher Actions –**

* Walking around
* Listening to student explanations for the purpose of:
	+ Identifying student misconceptions
	+ Choosing students who need teacher input

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**Page Set Up**

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| **Time:** 5 – 9 minutes | **Purpose:** Students affirm correct answers. Students find errors. Students reflect on learning. |

**Teacher Actions –**

*Follow this guide:*

* If you put your name on your paper, put a star by it.
* If you put the date and title on your paper put a star by it.
* Check your partner to see if they put stars on their paper.
	+ If you did circle: I am awesome at following directions.
	+ If you did not circle: I need to work on following directions.
* Check your partner’s paper to see if they did all those things.

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* Star or Circle and Fix each step (for specific feedback).
* State the key statement twice.
	+ Students read key statement to their partner.
	+ Class recites key statement out loud.
* Reflection:
	+ Give students the reflection starters.
	+ Have them turn to a partner to complete the sentence they choose:
		- I got this problem correct because I …
		- I got this problem wrong because I …
* Invite a few students to share.
* Repeat for each problem.
* Invite a few students to share.
* Repeat for each problem.

Mrs. Lemke’s Daily Math Review Planning Form

**Dates of Cycle:** February 11th – February 22nd

**Grade:** 2nd Grade

**Number of Questions:** 2

**Categories:** Addition + Place Value

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7 + 6 = 10 + \_\_\_7 + 6 = \_\_\_ | **Place Value**What is the value of the underlined digit?65 |

 | Tuesday 2/12

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9 + 6 = 10 + \_\_\_9 + 6 = \_\_\_ | **Place Value**What is the value of the underlined digit?55 |

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| Wednesday 2/13

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6 + 7 = 10 + \_\_\_6 + 7 = \_\_\_ | **Place Value**What is the value of the underlined digit?34 |

 | Thursday 2/14

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8 + 8 = 10 + \_\_\_8 + 8 = \_\_\_ | **Place Value**What is the value of the underlined digit?21 |

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| Friday 2/15

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6 + 8 = 10 + \_\_\_6 + 8 = \_\_\_ | **Place Value**What is the value of the underlined digit?83 |

 | Monday 2/18

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9 + 9 = 10 + \_\_\_9 + 9 = \_\_\_ | **Place Value**What is the value of the underlined digit?55 |

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| Tuesday 2/19

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6 + 6 = 10 + \_\_\_6 + 6 = \_\_\_ | **Place Value**What is the value of the underlined digit?75 |

 | Wednesday 2/20

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7 + 7 = 10 + \_\_\_7 + 7 = \_\_\_ | **Place Value**What is the value of the underlined digit?93 |

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| Thursday 2/21

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8 + 6 = 10 + \_\_\_8 + 6 = \_\_\_ | **Place Value**What is the value of the underlined digit?12 |

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| **Key Statements:*** **Addition**: Making ten helps me add quickly.
* **Place Value**: The value of a digit determines its position.
 | **Reflection Starters:*** I got this question correct because…
* I got this problem wrong because…
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| Friday 2/22**Assessment Day (Every two weeks)****2 categories – 3 questions per category**

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6 + 6 = 10 + \_\_\_6 + 6 = \_\_\_ |

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9 + 6 = 10 + \_\_\_9 + 6 = \_\_\_ |

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| P.Value | **Place Value**What is the value of the underlined digit?45 | **Place Value**What is the value of the underlined digit?14 | **Place Value**What is the value of the underlined digit?87 |

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**Teacher Analysis of the Assessment**

* If close to 90% of the class has mastered the category (i.e. Place Value – 10s) you can move on to a new category (i.e. Decomposing Numbers).
* If 90% has not mastered the category (i.e. Place Value – 10s) you will put them in another cycle for two more weeks.
* If after 2 – 3 cycles, 90% of the students still are not mastering the concept, take the category out. This informs the teacher that the category is not review and needs to be taught explicitly.