Daily Math Review Common Questions

**1. Do students have to write down the questions?**

* It is highly recommended that the students write down the problems. When a student writes down the problem each day it creates a record of where he or she is successful and errors the student has made. The student is able to reference the past problems to aid his or her future work. If the student only writes down the answers, it will not be a meaningful reference resource for the student.
* By grade 3, the Balanced Math Framework expects all students to write down the problems.
* If a student is struggling with writing down the problems, it is acceptable to print off the problems for that student.

**2. Daily Math Review is taking more than 15 – 20 minutes – how do I make it quicker?**

* Start small – the students need to learn the routine. Start with 1 – 3 questions until the students understand the routine.
* Have the key statements off to the side, but where the students can see them so if they finish early – they can begin to write down the key statements.
* Have students recite the key statement aloud, instead of writing it down.

**3. We created a list of categories on the Google Doc, but what if I identify a need during the year that is not on my list?**

* The list created during the October 3rd PLC session is not set in stone. The list created on the Google Doc is a starting point. Daily Math Review is based upon the needs of your students and most likely will change throughout the year.

**4. How can I differentiate Daily Math Review?**

* Struggling Students:
  + Have them work with a partner.
  + Print off the questions to save time.
  + During partner time – pull a small group of students.
* Advanced Students:
  + Have a bonus problem.
  + Have the advanced student work with a struggling student.
  + Have the students prove their answer.

**5. Do I need to follow the script exactly?**

* Teachers do not need to follow the script exactly, but it is important the teacher is following the design of the script: paper set-up, individual work, partner work, process/error analysis, key statement and reflection.
* The students **do** need to circle and star their papers. This allows the students to receive timely and specific feedback.
* It is important as a school to have a consistent system for Daily Math Review.

**6. What if there is more than one way to solve a problem? How do I show all the ways?**

* List the additional ways to solve the problem off to the side, but visible during the process/error analysis. There will not be time to review each way, but it is important to identify that there are several ways to solve the problems.
* If a student has solved a problem in a way that was not talked about as a class, the teacher can go and star his or her paper during the reflection time.

**7. I am CGI trained. Can I use the principles of CGI in Daily Math Review?**

* True/False and Balanced Equations can be used if the concept is **review**.
* Word problems should be avoided due to the amount of time it takes to process the problems.
* Problems can have more than one answer. Use post-its off to the side to show the other ways to solve problems.

**8. Why doesn’t the district provide the categories, questions and key statements?**

* Daily Math Review is designed to be specific to the student needs. The student needs at one school are not necessarily the same as another.
* Teachers at the same school are not expected to be lock-step together with one another, as one class make move through the categories quicker than the other.

**9. Are all of my Special Education students excluded from the 90%?**

* Only students with a math goal should be excluded from the percentage when figuring out whether 90% of the class mastered the category.

Daily Math Review Look Fors

Expectation: ALL grade 3 – 5 teachers are implementing Daily Math Review by the end of the first semester with fidelity.

Here is a list of ‘Look-Fors’ to use to provide teachers with support and specific feedback to implement Daily Math Review with fidelity by the end of the first semester.

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| **Schedule** | * Teacher has designated 15-20 minutes of math instruction to Daily Math Review daily. |
| **Prioritizing Categories** | * Grade level teams have prioritized their list of review categories where their students have gaps and misconceptions. * The prioritized list should be located on the Google Doc for teachers around the district to view (Oct 3rd PD). |
| **Questions** | * Grade level teams have created nine questions per category and Daily Math Review assessments. The Daily Math Review assessments have 2-4 questions per category (Oct 31st PD). |
| **Key Statements** | * Key statements have been written for each category. The key statements use math language. |
| ***Classroom Implementation:***  **Page Set-Up** | * The teacher instructs the students to write their name, the date and Daily Math Review at the top of their paper. The teacher then reminds them how to set up their paper. * If a teacher is just beginning the process – he or she should have only 1 – 3 questions for the students. Each of the questions should be written from a different category. |
| ***Classroom Implementation:***  **Individual/Partner Work** | * Students have two minutes to work individually and then approximately six minutes to work with a partner. * Partner work should be focused around how the students solved the problems. Teacher needs to model appropriate partner talk. |
| ***Classroom Implementation:***  **Process/Error Analysis** | * Teacher has the students star their name, date and Math Review. * Teacher has students use a different color writing utensil to star and circle. * Teacher (or student) walks the students through the procedure and instructs the students to star the correct items and circle and fix the incorrect items. |
| ***Classroom Implementation:***  **Key Statement + Reflection** | * Teacher has the students either write or say (or both) a key statement for each of the categories. * The teacher provides the students with sentence starters for the students to write reflections about their work on each question. * The teacher challenges the students to reflect at a deeper level (requires teacher modeling). |