

**Elementary Mathematics: Daily Math Review**

November 28, 2012

2:30 – 3:45pm

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| **Professional Development Objectives:**   1. *Teachers will collaborate with colleagues from other buildings on a Daily Math Review cycle.* 2. *Teachers will understand how Daily Math Review fits in the Balanced Math Framework.* 3. *Teachers will collaborate with their grade level team on key statements and another Daily Math Review cycle.* |

Agenda

* Welcome
* Professional Development Norms + Meeting Reminders
* Objectives + Expectations
  + **District Daily Math Review Expectation:** By the end of the first semester, ALL grade 3 – 5 teachers will implement Daily Math Review with Fidelity.
  + **By Wednesday, January 9th Expectation:** ALL grade 3 – 5 teachers will implement another “round” of Daily Math Review. Building administrators will do an implementation study.
* Daily Math Review School Share-Out
  + Teachers will be divided into groups with colleagues from different schools to discuss:
    - Name and School
    - What categories did you use for your DMR cycle?
    - What key statements did you use for your DMR cycle?
    - How did you decide on your categories and key statements?
    - What went well with the DMR cycle? Why do you think it went well?
    - What didn’t go as well? What adjustments will you make in the future?
    - Questions you may have for the group.
* Balanced Math Framework Overview
  + Components of the Balanced Math Framework:
    - Daily Math Review + Mental Math
    - Problem Solving – Problem Based Instructional Tasks
    - Conceptual Understanding – The Core + Principle of Cognitive Guided Instruction
    - Fact Fluency
    - Formative Assessment
  + Math Block Time Allotments – Sample Schedules
* Daily Math Review – Key Statements
  + Key Statement Expectation:
    - Teachers will have the students write the key statements at least twice in a cycle.
    - Teachers will reference the key statement daily (posting, circling, reciting, telling a partner, etc…).
  + Key Statements are now available on the Elementary Math Website:
    - <http://elementarymath.dmschools.org/index.html>
      * Daily Math Review
* Daily Math Review – Share + Create Key Statements + Another Cycle
  + Teachers will share with their school team what they learned from talking with teachers from other schools.
  + Teachers will create their next cycle + add to the key statements list.
  + 3 categories, 9 questions, 3 key statements, 5 reflection starters and 1 assessment.
  + Attempt to work quickly. You may want to divide tasks up among your group.
  + Building administrators will be doing an implementation study of Daily Math Review between now and January 9th.
  + If you create a key statement that could be added to the math website, email it to Anna Taggart – [anna.taggart@dmschools.org](mailto:anna.taggart@dmschools.org).
* Feedback: Notecard

Resources: New Elementary Math Webpage: <http://elementarymath.dmschools.org/>

Benchmark Unit Assessments: <https://www98.achievedata.com/dmps/\>

Prezi Presenation: [www.prezi.com](http://www.prezi.com)

Google Documents: <https://accounts.google.com/>

Username: [dmpsmath@gmail.com](mailto:dmpsmath@gmail.com)

Password: mathmath

Contacts: Anna Taggart

Elementary Math Coordinator

[anna.taggart@dmschools.org](mailto:anna.taggart@dmschools.org)

Balanced Math Framework

**Daily Math Review**

* Number Sense = Success with Computation Skills
* Key to Effective Practice is Timely and Specific Feedback
* Daily Reflection Increases Responsibility for Learning
* Student Awareness of Misunderstanding

*More Info: Five Easy Steps Book*

*Pgs. 3 - 22*

**Mental Math**

* Three-problem computational brain workout (5 min)
* Mental Practice – Computing math facts + combining operations
* Daily practice to develop + retain number sense and computation skills

*More Info: Five Easy Steps Book*

*Pgs. 23 - 28*

**Problem Solving**

* Organize and consolidate mathematical thinking through communication.
* Analyze and evaluate the mathematical thinking of strategies.
* Use language of mathematics to express mathematical ideas precisely.

*More Info: Five Easy Steps Book*

*Pgs. 3 - 22*

**Conceptual Unit**

If we want students to know what mathematics is, as a subject, they must understand it. When we memorize rules for moving symbols around on a paper we may be learning something, but we are not learning mathematics.

*More Info: Five Easy Steps Book*

*Pgs. 71 - 96*

**Fact Fluency**

* Teach and Practice Math Facts Daily
* Title I Schools: Fastt Math Program
* All Schools: Mastering Basic Facts Book – Full of activities and lessons

*More Info: Five Easy Steps Book*

*Pgs. 97 - 112*

**Formative Assessment**

* Collaboratively designed by grade level team
* Uses results to evaluate student understanding
* Provide timely feedback needed to differentiate instruction
* Assessment informs instruction

*More Info: Five Easy Steps Book*

*Pgs. 113 - 128*