

**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.*
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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.
* Feedback: Notecard

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

 Benchmark Unit Assessments: [https://www98.achievedata.com/dmps/\](https://www98.achievedata.com/dmps/%5C)

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

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

 Username: dmpsmath@gmail.com

 Password: mathmath

Contacts: Anna Taggart

 Elementary Math Coordinator

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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*