Daily Math Review

Expectations and Progression through the Grades K - 5

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Kindergarten** | **1st Grade** | **2nd Grade** | **3rd Grade** | **4th Grade** | **5th Grade** |
| Number of Problems  *Start small – establish routine.* | 1 – 2 | 1 – 2 | 1 – 2 | 1 – 3 | 1 – 3 | 1 – 3 |
| Time Allotment  *DMR will take more time at the start of the year as students get used to the process.* | 5 – 15 min | 5 – 15 min | 10 – 15 min | 10 – 15 min | 10 – 15 min | 10 – 15 min |
| Work Alone (2 min) |  |  |  |  |  |  |
| Partner Work (5 – 6 min) | Oral |  |  |  |  |  |
| Circle + Fix Each Step | Oral | Oral move to written |  |  |  |  |
| Reflection\* | Oral | Oral move to written | Oral move to written |  |  |  |
| Key Statement\* | Oral | Oral | Oral move to written (if possible) |  |  |  |
| Assessment\*  *A cycle is 9 days of practice and on the 10th day the teacher will assess.* | Observation | Observation move to written |   *3 questions per category* |   *3 questions per category* |   *3 questions per category* |   *3 questions per category* |
| Student-Led |  | 2nd or 3rd Trimester |  |  |  |  |

**Category Selection:** The categories should be review and not new learning (i.e. previous grade level standard, previous unit standard that was not mastered).

**\*Reflection:** In Grades 2 – 5, students need to reflect on at least one problem daily.

**\*Key Statement:** In Grades 2 – 5, students need to write each key statement twice each cycle. Each key statement should be referenced daily.

**\*Assessment:**

* If **close to** 90% of the class has mastered (100%) a category after a cycle, the teacher will move on to a new category.
* If **close to** 90% of the class has not mastered (100%) a category after a cycle, the teacher will keep that category for another cycle.
* If after 2 – 3 cycles, 90% of the class is still not mastering (100%) the concept, take the category out. This informs the teacher that the category is not review and needs to be explicitly taught.