

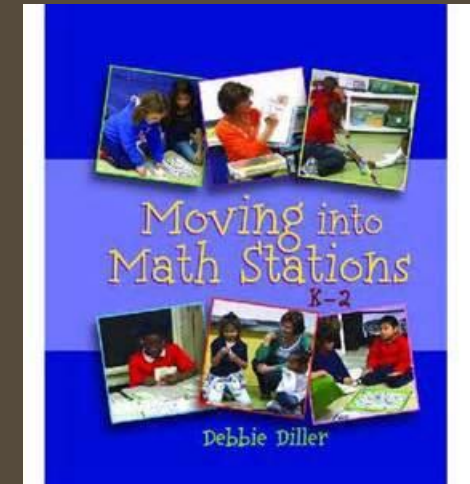
MATH DAILY 3

Star Elementary

April 11th, 2016

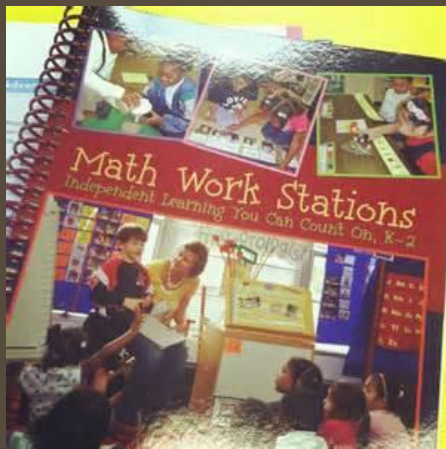
Math Daily 3

Math Daily 3 is a framework for structuring math time so students develop deep conceptual understanding and mathematical proficiency.



How does it work?

Students select from three choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.



Students select from these three choices:



- Math by Myself

- Math Writing






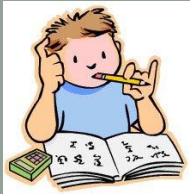
- Math with Someone

Benefits



- Develop independence, stamina, and accountability.
- The framework adapts to district-adopted curriculums and state mandates.
- Teachers are able to meet differentiated needs, helping to ensure that all students meet standard.



	Monday	Tuesday	Wednesday	Thursday	Friday
Meet with Teacher 	I did my best to work on math with my teacher and listen and respect others.	I did my best to work on math with my teacher and listen and respect others.	I did my best to work on math with my teacher and listen and respect others.	I did my best to work on math with my teacher and listen and respect others.	I did my best to work on math with my teacher and listen and respect others.
Math by myself 	-I-Ready Lesson: -Website : Skill:_____	-I-Ready Lesson: -Website : Skill:_____	-I-Ready Lesson: -Website : Skill:_____	-I-Ready Lesson: -Website : Skill:_____	-I-Ready Lesson: -Website : Skill:_____
Math with Someone 	Partner:_____ Math Game:_____	Partner:_____ Math Game:_____	Partner:_____ Math Game:_____	Partner:_____ Math Game:_____	Partner:_____ Math Game:_____
Math Writing 	-Journal Prompt -Math word problems	-Journal Prompt -Math word problems	-Journal Prompt -Math word problems	-Journal Prompt -Math word problems	-Journal Prompt -Math word problems

MATH DAILY 3 CONTRACT



SCHEDULES



MATH DAILY 3

Math by Myself

Math Writing

Math with Someone

Math Daily 3 Stations
Week of: March 14th-24th

	Math by Myself	Math Writing	Math with Someone
4 th Grade	*Math/Part Math *Handwriting Extra Lesson *Handwriting (if you have 45 min. on a Friday)	Math Menu/Choice Board	Tab 3-42
5 th Grade	*Math/Part Math *Handwriting Extra Lesson *Handwriting (if you have 45 min. on a Friday)	Math Menu/Choice Board	Tab 3-43

Math Writing

- Write and solve problems the whole time
- Get started right away
- Stay in one spot
- Build your math stamina
- Work quietly

Math With Someone

- Set up materials quickly
- Get started right away
- Stay in one spot
- Work with math the whole time
- Build your math stamina
- Work quietly
- Check partner's work
- Put materials away quickly and quietly

Math By Myself

- Set up materials quickly
- Get started right away
- Stay in one spot
- Work with math the whole time
- Build your math stamina
- Work quietly
- Put materials away quickly and quietly

Team 1

Team 2

Team 3

Team 4

Station	Team 1	Team 2	Team 3	Team 4
1	Teacher Choice	Math By	Math With Someone	Math Writing
2	Math By Myself	Teacher	Math Writing	Math With Someone
3	Math With Someone	Math With Someone	Teacher Choice	Math By Myself
4	Math Writing	Math By Myself	Math With Someone	Math With Teacher
5	Teacher Choice	Math With Someone	Math Writing	Math by Myself
6	Math By Myself	Teacher Choice	Math by Myself	Math with Someone

GROUPING INTO TEAMS

Begin each new unit by assessing each student's current understanding of the topic that will be taught. Analyze their understanding of important vocabulary as well as concept understanding. There are several different ways you can assess their understanding.

- ❖ pretests/Post Test/Exit Tickets
- ❖ journaling
- ❖ informal observation/i-Ready Diagnostic
- ❖ information gathered from 1:1 student math conferences

Math Daily 3 Schedule

Mini Lesson 1 (Concept Introduction)

First Rotation

Mini Lesson 2 (Guided Practice)

Second Rotation

Mini Lesson 3 (Problem Solving, with
a partner cover the day's skill)

Third Rotation

Mini Lesson 4 (Share and discuss
the day's Math Writing)



ABC 123

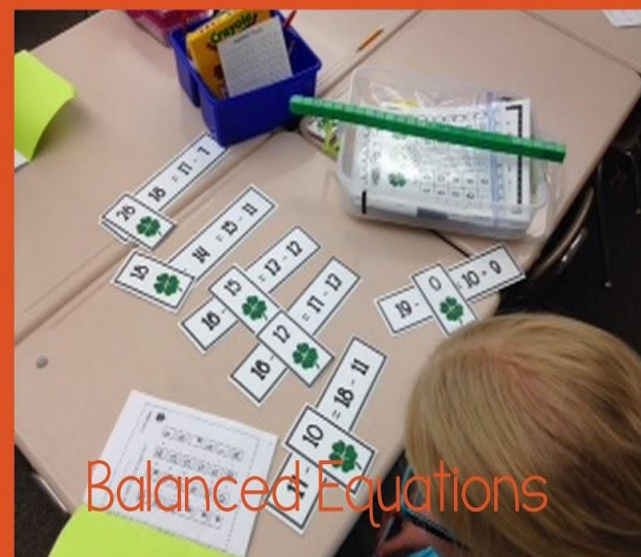
3rd Grade Common Core Math Stations

In **Grade 3** instructional time should focus on four critical areas:

- (1) Operations and Algebraic Thinking
- (2) Numbers and Operations
- (3) Measurement and Data
- (4) Geometry & Fractions



Operations and Algebraic Thinking	Numbers and Operations	Measurement and Data	Geometry and Fractions
Schoolhouse Story Problems <small>3.OA.D.3</small>	Rainbow Rounding <small>3.NBT.A.1</small>	All About Area <small>3.MD.C.5</small>	Starry Shapes <small>3.G.A.1</small>
Addition Paint Splots <small>3.OA.D.4</small>	Value of a Digit <small>3.NBT.A.3</small>	Time for the School Bus <small>3.MD.A.1</small>	Fraction Word Problems <small>3.NF.A.1</small>
Subtraction with Scissors <small>3.OA.D.7</small>	Colorful Expanded Form <small>3.NBT.A.3</small>	Bar Graph Paint Splots <small>3.MD.A.1</small>	Fancy Fractions <small>3.G.A.2</small>



MATH WITH SOMEONE

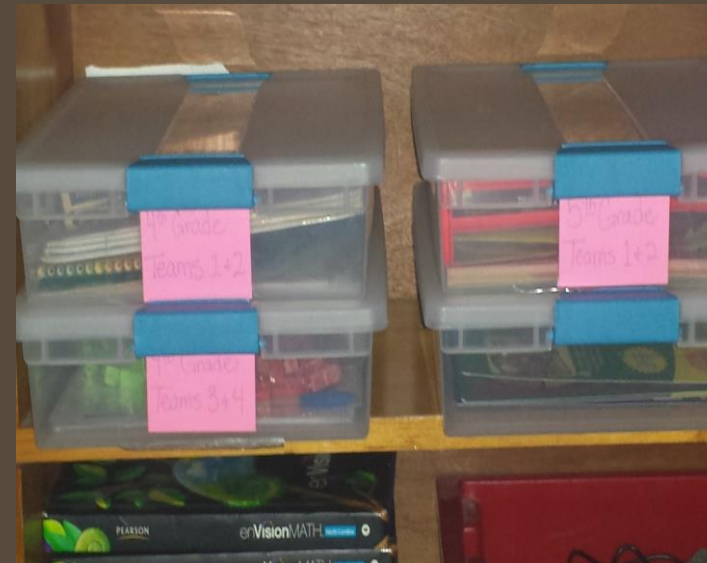
Examples:

-Games

-Georgia Lessons/Projects

-NCDPI Games

Totes are labeled by teams and the activities are leveled based on skills that they need to work on.understanding.



MATH BY MYSELF

Reflex/Fastt Math

i-Ready Lessons

Sumdog



MATH WRITING

Choice Boards on standard

Journal –word
problems/problem of the
day

Canvas Lessons

Math readers

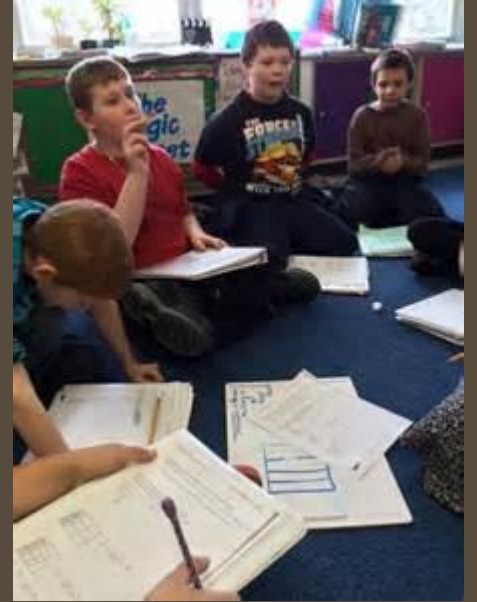


TEACHER

Current standard Lesson

Differentiated Lessons-Georgia
Lessons/NYengage/i-Ready

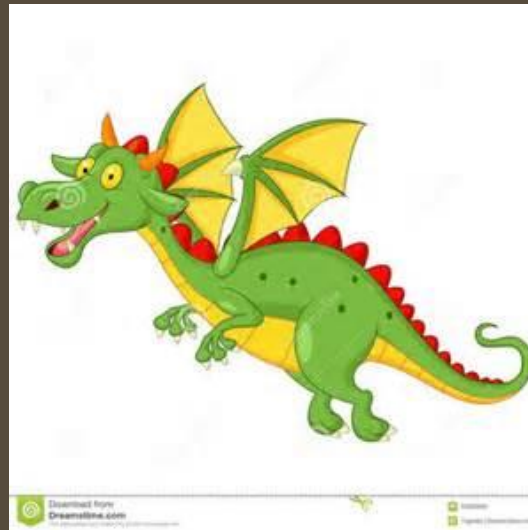
Introduce a new game or project
that they will work on in Math
with Someone.



THANKS!!

MATHEMATICS
is not about
numbers, equations,
computations, or
algorithms:
it is about
UNDERSTANDING.

William Paul Thurston



The only way
to **learn**
mathematics
is to **do**
mathematics.

PAUL HALMOS