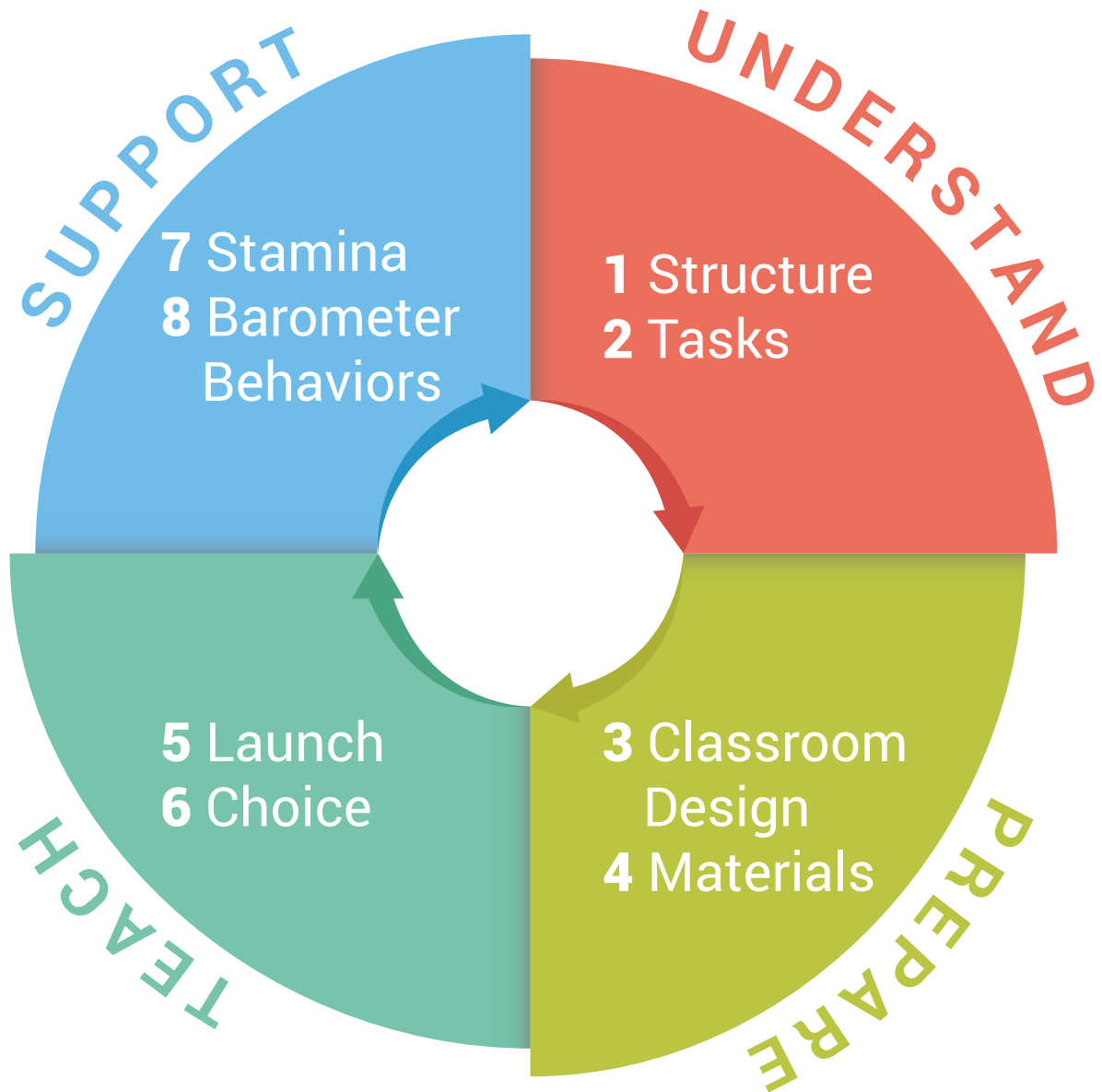


Math Daily 3

ESSENTIAL ELEMENTS



Introduction

TO THE ESSENTIAL ELEMENTS

The call to apply new initiatives, frameworks, or programs in our classroom is all too familiar to us. And typically, when we apply something new, we are left with the questions “Am I implementing this correctly? Am I doing what is best for my students?” Although it can be energizing and enlightening to redesign our practice, it can also be challenging, because we have many responsibilities to consider and requirements to meet.

Daily 5, Math Daily 3, and CAFE are definitive frameworks that are also flexible. They look different in every classroom because teaching styles, students, requirements, and resources are widely diverse. However, there are elements of all three frameworks that are essential—thus, the creation of the Essential Elements. (Insert a silent cheer!) These documents are not intended to be used for evaluative purposes, but rather as tools to help you assess your knowledge and application of each element and its supporting behaviors.

The Elements fit into four stages:

- 1 | **Understand** – Uncover the research and background leading to the framework’s development. When the purpose aligns with your philosophy, you will be compelled to prepare, teach, and support while using the framework.
- 2 | **Prepare** – Identify the materials and enhancements necessary to organizing an environment that promotes a successful launch.
- 3 | **Teach** – Learn the instructional moves that make up the unique framework.
- 4 | **Support** – Discover teaching strategies that reinforce desired behaviors and sustain the framework in action.

Start with Element 1, behavior 1.1, and assess your knowledge level. Remember—there are no wrong answers! This tool is for your personal use, to aid in reflection and guide goal setting.

We are excited to share this amazing tool with you, and hope it helps support you and answer the infamous question “Am I doing it right?”

Warmly,



Gail Boushey and Allison Behne

How to use this document:

Start with Element 1, behavior 1.1 and assess your knowledge level. There are four choices:

- **No knowledge** – I have no knowledge of this behavior or how it strengthens the framework.
- **Developing knowledge** – I know this behavior and understand how it strengthens the framework but have not applied it to my practice.
- **Applying learning knowledge** – I understand this behavior and am working to apply it in my practice.
- **Demonstrating strong evidence** – I understand this behavior, apply it in my practice, and witness success.

Continue through the document, reflecting on your practice and assessing behaviors. When finished, use these guiding questions:

Teachers:

- Am I demonstrating evidence of all the elements?
- What are my strengths?
- What are my next steps?

Administrators:

- Do I have a working knowledge of all the elements?
- What additional support do I need?
- How can I best support the teachers?

Instructional coaches:

- Do I have a working knowledge of all the elements?
- What additional support do I need?
- How can I best support the teachers?

Once you identify your strengths and set goals, enhance your practice and support your learning in one of the following ways:

- 1 | Create an open dialogue with colleagues, coaches, and administrators. Ask necessary questions, share insights, and support each other through implementation of the Elements. Rely on each other's individual strengths to provide examples, model behaviors, and offer encouragement.
- 2 | Visit The Daily CAFE website (www.thedailycafe.com). Use the search function to find articles, videos, and documents to support your learning goals.
- 3 | Observe classrooms that are using the framework, take notes, and ask questions.
- 4 | Participate in a live workshop, online seminar, or graduate course to deepen learning.
- 5 | Read or reread the *The Daily 5: Fostering Literacy Independence in the Elementary Grades*; and *The CAFE Book: Engaging All Students in Daily Literacy Assessment & Instruction*, whichever is applicable to the framework you are studying. Participate in a book study with colleagues.

Math Daily 3 Essential Elements

UNDERSTAND

1 STRUCTURE

- 1.1 Trust and respect
- 1.2 Brain-compatible focus lessons
- 1.3 Length of session is based on student stamina.
- 1.4 Brain and body breaks
- 1.5 Focused sharing
- 1.6 Student choice
- 1.7 Teacher choice
- 1.8 One to three sessions each day

2 TASKS

- 2.1 Student task choice is goal driven.
- 2.2 I-charts for each task
- 2.3 Differentiate tasks according to students' needs.
- 2.4 Tasks remain constant throughout the year; activities change with concept introduction.

PREPARE

3 CLASSROOM DESIGN

- 3.1 Gathering space
- 3.2 Student work space
- 3.3 Charts
- 3.4 Quiet signal
- 3.5 Classroom manipulatives
- 3.6 Classroom walls
- 3.7 Teacher work space
- 3.8 Classroom enhancements (optional)

4 MATERIALS

- 4.1 Students need an appropriate number of good-fit math tools.
- 4.2 Materials storage
- 4.3 Math materials are available to students.
- 4.4 Expectations for tool use are communicated to students.

TEACH

5 LAUNCH

- 5.1 Teach foundation lessons.
- 5.2 10 Steps to Teaching and Learning Independence
- 5.3 Launch Read to Self first.
- 5.4 Each task is introduced in a timely manner.

6 CHOICE

- 6.1 Order of tasks
- 6.2 Keeping track/checking in
- 6.3 Which activity to complete
- 6.4 Where to sit
- 6.5 Which manipulatives to use
- 6.6 Partners

SUPPORT

7 STAMINA

- 7.1 Build stamina gradually with each Math Daily 3 task.
- 7.2 Students' behavior dictates when practice is over.
- 7.3 Graph stamina to make progress visible.
- 7.4 Self-assessment
- 7.5 Review throughout the year when stamina declines.

8 BAROMETER BEHAVIORS

- 8.1 Teacher engagement (proactive)
- 8.2 Step 8 of the 10 Steps to Teaching and Learning Independence
- 8.3 Tools to advance behavior progress
- 8.4 Teacher engagement (reactive)

1 STRUCTURE

	No Knowledge	Developing Knowledge	Applying Learning Knowledge	Demonstrating Strong Evidence
<p>1.1 Trust and respect</p> <ul style="list-style-type: none"> Teacher believes <i>all</i> students are capable and worthy. Teacher provides opportunities for all students to develop their skills as independent learners. 				
<p>1.2 Brain-compatible focus lessons</p> <ul style="list-style-type: none"> Lesson's length equals age of students (age = min. / e.g., 8 yrs. = 8 min.). One to three focus lessons taught daily, depending on curriculum 				
<p>1.3 Length of session is based on student stamina</p> <ul style="list-style-type: none"> Teacher watches students; when stamina wanes, all students are called back. Length of session is determined by student stamina. 				
<p>1.4 Brain and body breaks</p> <ul style="list-style-type: none"> Teacher watches student behavior to determine when breaks are optimal. Teacher provides opportunities for brief movement when needed to reset and refocus attention on learning. 				
<p>1.5 Focused sharing</p> <ul style="list-style-type: none"> Students share their thinking and learning between sessions or at the end of Daily 3. Teacher keeps track to ensure everyone has the same opportunities to share. 				
<p>1.6 Student choice</p> <ul style="list-style-type: none"> Students choose between the three tasks each day. Students choose what they do first, second, and so on, and stick with that task the whole session. 				
<p>1.7 Teacher choice</p> <ul style="list-style-type: none"> Teachers confer, meet with small groups, and assess during each session, based on conferring notes and students' needs. 				
<p>1.8 One to three sessions each day</p> <ul style="list-style-type: none"> Schedule allows for one–three sessions each day. Sessions can be in one math block or divided throughout the day. 				

2

TASKS

Three Authentic Tasks:
Math by Myself, Math with Someone, Math Writing

No Knowledge
Developing Knowledge
Applying Learning Knowledge
Demonstrating Strong Evidence

	No Knowledge	Developing Knowledge	Applying Learning Knowledge	Demonstrating Strong Evidence
<p>2.1 Student task choice is goal driven.</p> <ul style="list-style-type: none"> Students use current goals to determine which task to choose each session. Teacher confers with students to assist in making a good-fit choice when necessary. 				
<p>2.2 I-charts for each task</p> <ul style="list-style-type: none"> All tasks are launched using the 10 Steps to Teaching and Learning Independence. I-charts for each task are posted in the room for student access. 				
<p>2.3 Differentiate tasks according to students' needs.</p> <ul style="list-style-type: none"> Teacher provides Math Daily 3 task options that fit the needs of students and schedules. 				
<p>2.4 Tasks remain constant throughout the year; activities change with concept introduction.</p> <ul style="list-style-type: none"> The Math Daily 3 tasks are the same and do not change from the beginning of the year to the end of the year. The activities listed under each task change to represent concept review and practice of new learning. 				

3 CLASSROOM DESIGN

No Knowledge
 Developing Knowledge
 Applying Learning Knowledge
 Demonstrating Strong Evidence

<p>3.1 Gathering space</p> <ul style="list-style-type: none"> An open space large enough for the whole class to gather while sitting on the floor or in surrounding chairs 				
<p>3.2 Student work space</p> <ul style="list-style-type: none"> Students are guided to experience a variety of seating options to discover which ones best fit their personalities and learning styles. Options include low tables, regular tables with chairs, high counters, comfortable chairs or couches, area rugs, pillows, and so on. 				
<p>3.3 Charts</p> <ul style="list-style-type: none"> Charts are created with the students each year. Charts are posted in the room so the children’s thoughts and learning can be referred to all year long. 				
<p>3.4 Quiet signal</p> <ul style="list-style-type: none"> Teacher uses a chime or other quiet signal in place of his or her voice to indicate that a session is complete and a transition will take place. 				
<p>3.5 Classroom manipulatives</p> <ul style="list-style-type: none"> A variety of math tools are available to support student learning and understanding. Tools are organized so students can maintain them independently. 				
<p>3.6 Classroom walls</p> <ul style="list-style-type: none"> Remove visual noise and the busyness that results from multiple thematic borders and paper. 				
<p>3.7 Teacher work space</p> <ul style="list-style-type: none"> Teacher selects a spot that will be a functional part of the teaching and learning environment. Teacher work space equals 1/24th or as much as each child is given. 				
<p>3.8 Classroom enhancements (optional)</p> <ul style="list-style-type: none"> Lighting: natural, lamps Plants: alive or artificial Personalize: student photos and work 				

4 MATERIALS

	No Knowledge	Developing Knowledge	Applying Learning Knowledge	Demonstrating Strong Evidence
<p>4.1 Students need an appropriate number of good-fit math tools.</p> <ul style="list-style-type: none"> A variety of math tools are available to support student learning and understanding of all students. 				
<p>4.2 Materials storage</p> <ul style="list-style-type: none"> Math tools are stored in community bins or individual toolkits. Options for toolkits include a small plastic tub, zippered pouch, Ziploc bag, shoe box, and more. Gameboards are stored in binders or folders, readily available to students. 				
<p>4.3 Math materials are available to students.</p> <ul style="list-style-type: none"> Math tools and gameboards are stored in a student-friendly location, available for use as needed. 				
<p>4.4 Expectations for tool use are communicated to students.</p> <ul style="list-style-type: none"> Foundation lesson “Tools, Not Toys” is taught. Expectations for getting out and putting away materials are clearly communicated through the use of an anchor chart. Students know where to retrieve necessary writing utensils and what to do if they need to replace them. 				

5 LAUNCH

	No Knowledge	Developing Knowledge	Applying Learning Knowledge	Demonstrating Strong Evidence
<p>5.1 Teach foundation lessons.</p> <ul style="list-style-type: none"> Task-specific foundation lessons are taught before 10-Step launch of each task. 				
<p>5.2 10 Steps to Teaching and Learning Independence</p> <ul style="list-style-type: none"> Teacher uses the 10 Steps to teach, model, and practice expectations and behaviors of independence for each Daily 5 task. 				
<p>5.3 Launch Math by Myself first.</p> <ul style="list-style-type: none"> Math by Myself is launched first to build independent problem-solving behaviors before introducing more complex tasks. 				
<p>5.4 Each task is introduced in a timely manner.</p> <ul style="list-style-type: none"> Based on the students' needs and the availability of materials, teacher determines which Math Daily 3 task to introduce next. Teacher uses the 10 Steps and builds stamina. When stamina with the subsequent task is secure, teacher continues this process when introducing the remaining tasks. 				

6 CHOICE

Just as with trust, the opportunity to choose is earned and occurs after instruction and practice.

	No Knowledge	Developing Knowledge	Applying Learning Knowledge	Demonstrating Strong Evidence
6.1 Order of tasks <ul style="list-style-type: none"> Students choose which Math Daily 3 task they will complete and the order in which they complete them. 				
6.2 Keeping track/checking in <ul style="list-style-type: none"> Teacher keeps track of student choices to monitor student activity and increase accountability. 				
6.3 Which activity to complete <ul style="list-style-type: none"> After choosing a task (Math by Myself, Math Writing, Math with Someone), students select an activity that supports their goal and meets their needs. 				
6.4 Where to sit <ul style="list-style-type: none"> Students choose a good-fit location to work during each Daily 3 session. 				
6.5 Which manipulatives to use <ul style="list-style-type: none"> Students choose the manipulatives that best support their learning. 				
6.6 Partners <ul style="list-style-type: none"> Students choose who to work with during Math with Someone. 				

7 STAMINA

	No Knowledge	Developing Knowledge	Applying Learning Knowledge	Demonstrating Strong Evidence
<p>7.1 Build stamina gradually with each Math Daily 3 task.</p> <ul style="list-style-type: none"> Stamina is slowly built in intervals of minutes (or even seconds). The process happens over the course of days/weeks. 				
<p>7.2 Students' behavior dictates when practice is over.</p> <ul style="list-style-type: none"> During stamina building, teacher stays out of the way and watches student behavior. Teacher asks, <i>Are they exhibiting the desired behaviors listed on the I-chart?</i> If so, students keep practicing. If not, teacher stops the practice, using the quiet signal, and brings students back. If a student demonstrates a lack of stamina building, teacher confers with them and sets behavior goal(s). 				
<p>7.3 Graph stamina to make progress visible.</p> <ul style="list-style-type: none"> After a stamina-building session, teacher graphs the achieved time on the stamina chart. This is done each session until the desired goal is reached. The stamina chart can be posted in the classroom or on a classroom door. 				
<p>7.4 Self-assessment</p> <ul style="list-style-type: none"> Students assess their ability to maintain stamina while demonstrating expected behaviors listed on the I-chart. Students may do this by holding up one–four fingers, signifying their competence and goal for the next round. 				
<p>7.5 Review throughout the year when stamina declines.</p> <ul style="list-style-type: none"> Teacher revisits the 10 Steps and reviews behaviors on the I-chart. Teacher models and practices desired behaviors until stamina is regained. 				

8

BAROMETER BEHAVIORS

No Knowledge
Developing Knowledge
Applying Learning Knowledge
Demonstrating Strong Evidence

8.1 Teacher engagement (proactive)

- Teacher builds positive relationships with students.
- Students are taught social/emotional skill competencies.
- Students are taught to be self-aware, and to self-manage.
- Teacher explains behavioral expectations; students practice.

8.2 Step 8 of the 10 Steps to Teaching and Learning Independence

- Teacher individually confers with student(s) who are showing off-task behavior, identifying and teaching self-management skills.
- Individual behavior goals are set with these students. Continued individual conferencing is accompanied by graphing student behavior.
- If student(s) are not progressing toward behavior goals, teacher moves to Step 7.3 to advance progress.

8.3 Tools to advance behavior progress

- Engage students in the choice of a good-fit tool. Options include graphs, timers, stopwatch, modeling clay, I-Spy book, alternative seating, fidgets, stress ball, and others.

8.4 Teacher engagement (reactive)

Use of rewards and punishments is replaced with the following:

- **Loop instruction**—Teacher confers with child about behavior goals, allows child to practice independently, and loops back to the child to revisit goals.
- **Walk-about brain break**—Teacher sends student to specified location to deliver or retrieve item and promptly return (for example, to library with book, to office with note). Explain purpose to student.
- **Extra practice time**—Teacher finds a few extra minutes to revisit behaviors with student and allows student to practice outside of class stamina-building time.
- Teacher records interactions with student in conferring notebook.
- Teacher offers just-right challenges (materials, assignments, and expectations that are a good fit for the student).