Math Daily 5™
Launching Chart: Days 1 through 5
Math Tools

1. Before beginning, place small quantities of math tools around the room, enabling an individual or a few students to explore at one location.

2. Generate a list of math tools: Pattern blocks, unifix cubes, dice, base ten blocks, variety of counters, calculators, number cards, white boards, rulers, protractors, pencil and paper, etc.

10 Steps to Teaching and Learning Independence with Math Tools		
Steps	**Instruction and Practice**	**Materials/Actions**
1. Identify what is to be taught	Working with Math Tools	"I" Chart Add to "I" Chart
2. Creating a sense of urgency	The best way to become better at math is by working with math tools and it is fun.	"I" Chart Add to "I" Chart
3. Brainstorm most desirable student and teacher behavior	Discuss and brainstorm behaviors when working with math tools, independently-all by yourself. What would it look like, sound like and feel like when you are independent, working with math? What is the teacher doing while you work independently?	Add to "I" Chart– ♦Work the whole time ♦Stay in one spot ♦Get started right away ♦Work Quietly ♦Work on Stamina Working with Students
4. Correct Model	One to three students model the appropriate independent math behaviors in front of whole class	Math Tools
5. Incorrect model, then correct model	One to three students model the incorrect independent math behaviors in front of whole class, then model correct behaviors	Math Tools
6. Place students around the room	Children are placed around the room near one set of math tools.	Math Tools
7. Build stamina	Students practice working with math tools.	Math Tools
8. **Stay out of the way, watching and listen for barometer child**	Teacher stays out of the way of children's work. No eye contact or managing by proximity at this time. Teacher may practice sitting at small group area, listening for barometer children. When barometer child breaks stamina move to step 9.	
9. Stop and Clean up signal	Teacher signals students to stop. Students are instructed to put tools into a neat pile in front of them. (We don't ask students to put materials away until we have created an "I" chart, modeled and practiced)	A quiet signal such as chimes
10. Check In, goal setting, review what was taught	How did we do? Go over "I" chart while students monitor their own behavior by checking in as the "I" chart is reviewed.	"I" chart