Where Are You With DMR?

Information
a. I have skimmed the book. I’m getting started.
b. I have read the book and been to a class. I still have questions.
c. I am successfully putting DMR practices into place.

Frequency
a. I don’t have time.
b. I get it in most days but have time issues.
c. I get it in daily for 15 – 20 minutes. Students work individually for 5 min., partners 5 min., and review for about 10 minutes 2 most needed skills.

Math Problems
a. I’m copying one from the book.
b. My review problems reflect what the grade is doing.
c. Narrowed my problems to fit the needs of my students.

Quizzes
a. I’m getting no/some testing done.
b. I have a format that covers the review questions.
c. I have 2 questions for each skill I’m working on and give the quiz every 5 days or 10 days.

Graphing (in the future – training will be provided)
a. I’m supposed to graph the test?
b. I’m monitoring the data but not creating a graph. I could use some help.
c. I’m graphing the test results to show the % of success for each skill and then posting them. I’m dropping skills that reach the 80% goal.

Mental Math
a. I run out of time for mental math questions.
b. I give a mental math question.
c. I give three 2/3-step mental math problems daily.

Math Adoption Training
G3 – G5  FEBRUARY 28- 4:00 – 5:15  Park Hill SDR
Rescheduled Date

Technology

Vocabulary sites:
Vocabulary Logs, Practice Activities, and Word Lists.doc by Anita Archer
http://www.freereading.net/index.php?title=Vocabulary_Activities
If the stories don’t fit, don’t worry. Check out the activities and organizers that go with them!

Vocabulary

Vocabulary is a component of both oral and written language that includes the body of words students must know to make sense of the words they see in print.

Selecting words: (Tier 2 words)
1. Tier 1 – Mostly learned w/o instruction
   a. i.e. summer, family, hungry
2. Tier 2 – These words appear frequently in the vocabularies of mature language users. They are not connected to a particular domain.
   a. i.e. fascinate, unfortunate, mentioned
3. Tier 3 – Specialized words often related to a specific content area.
   a. i.e. photosynthesis, ecosystem

Marzano’s Six Steps to Effective Vocabulary Instruction
1. Provide a description, explanation or example of the new term.
2. Ask students to restate the description, explanation or example in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the word.
4. Engage students in activities that help add knowledge to the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Students are periodically given opportunities to play with the terms.