

LCEEQ PDIG Report

Advanced Five: Implementing Daily Five and Math 3 in a High School Setting

Project Description: Our project did not go exactly as planned due to constraints outside of our control. We started the year very excited and motivated about our project. Our first working day included a fantastic review of Gail Boushey's "the Daily 5: Fostering Literacy Independence in the Elementary Grades". We had planned to do a classroom visit with a teacher who has been using Daily 5 and Math 3 in one of our feeder schools with great success for the past couple of years. This teacher went on preventative leave before we had a chance to visit her room. We contacted the literacy and math consultants at our school board for other recommendations but did not find someone who was comfortable with us visiting. For this reason, there was a huge gap between our first meeting in October and our second meeting in February.

Our project changed slightly when we started back at it in February. Instead of observing and getting ideas, we read the rest of Gail Boushey's book and started to test drive ideas in our own classrooms. We quickly discovered that Daily 5 and Math 3 were not the best fit for the high school in its original form, which was challenging. This allowed us to discuss and develop a "Daily 5" and "Math 3" model that fit with the constraints of our 50 minute periods. On day three through six of our PDIG days we worked on creating and reflecting upon our developed materials and our continued effort of implementing these strategies in our classrooms.

Journal Submissions: Day One:

1: Review "the Daily 5: Fostering Literacy Independence in the Elementary Grades" by Gail Boushey: We spent the afternoon comparing the three models suggested by Boushey (Daily 5, the Café, and Math 3)

The aim of all three models is to groom independent learners. They all offer structures that can be put in place by teachers that will lead to lifetime learning through increased independence. As well, each model gives time for individualized instruction, conferences, and guided groups.

Daily 5: There are five approaches that the teacher can focus on. Read to self, work on writing, read to someone, listen to reading, and word work. Students will choose what they want to do each class. While students are working individually, the teacher meets with students in small or groups (conferencing). At the end of the class a mini-lesson of sorts occurs. Depending on the length of the class, there is flexibility in terms of how many rounds of Daily 5 occur in a week. When Daily 5 is initially introduced, each focus lesson must modelled and

taught. After read to self, and work writing are mastered, the Daily 5 routine can begin.

the Café: The four focuses of the Café are comprehension, accuracy, fluency, and expand vocabulary. This system includes goal setting (individual and group) and integrates assessment into daily reading and classroom discussion.

Math Three: This model includes activities similar to the Daily 5 set-up. In math there are three; math by myself, math writing, and math with someone. Within each group, choice is provided (2-3 options of activities). As students become used to working independently there is more time for teacher conference time with individual and small groups of students.

I do, we do, you do...

Day Two:

Instead of visiting an elementary classroom that is using Daily 5 and Math 3, as originally planned, we jumped in on our own with the support of each other. Two of us are focussing on the ELA Daily 5 piece and two of us are focussing on implementing Math 3 at the high school level.

ELA Daily 5:

ELA teacher: worked on creating stations that will coexist with an ELA until on fairy tales

ELA Resource teacher: worked on creating stations as a vehicle for literature circles

Math Daily 3:

Junior High Math Resource Teacher: worked on creating math stations with an emphasis on "self-check"

Senior High Math Resource Teacher: worked on stations where conceptual thinking and productive failure are emphasised (based on recent LCEEQ conference insights)

Day Three:

Continuation from our last working session. ELA teachers worked on their model of Daily 5 for the high school setting. Math resource teachers worked on their model of the Math 3 for high school setting.

These stations will be launched in our rooms over the next couple of weeks.

Day Four:

Today we observed Daily 5 stations in a grade 7 English classroom and in the ELA spec ed. ENT and PY1 classes.

In the afternoon we debriefed about our observations:

Issue we noticed in ELA junior high school setting:

- In grade 7, kids need longer than 10 minutes to do activities which seems to defeat the purpose of Daily 5

* Instead of a 'daily' five every day, perhaps a model where there is a daily five day once a week would be a better fit?

* Students do love reading, perhaps this aspect of the daily 5 model could be incorporated each day

Issue we noticed in ELA resource and spec. ed. classes:

- In the ENT/PY1 class tasks in each station didn't seem to have enough variety to spark student's interest making it difficult to motivate them to move from one task to another

* Try to make tasks that are very different from each other, less alignment with the literature circle plan previously made

* More tasks that target different learning styles

Today we also observed Math 3 stations in a grade 7 and 8 resource classroom.

In the afternoon we debriefed about our observations:

Issue we noticed:

- Time constraints are an issue. It is difficult to have them move from one task to another and 10 minutes isn't enough time, but if you use more than that you run out of time for a very important math resource class.

* The learning situations are great and students are engaged, so Math three has encouraged our resource teacher to adapt lessons to be more activity based and also more independent from teacher.

* Looking forward this model helps guide and encourage us to plan activities that involved different learning styles and different types of tasks. Perhaps it doesn't need to be as stringent as a routine, but rather a mentality used in planning.

- Resource is only scheduled twice a schedule so a daily math three design is not convenient.

* Again, using this way of planning as a guide so that the entire math resource class has a changed dynamic, not just the first 10 to 20 minutes of each class.

Overall, our feedback following the observations is that we don't need to be as tied to the concept of a daily activity in a short prescribed time. Rather, we can look at this mentality of planning and offering choice in a larger scale. Sometimes a whole period could be used to give students the chance to move through more than one activity, and other days there could be no prescribed Math 3 or Daily 5 activities. That being said, the activity based learning occurring with this approach has sparked interest in our students and has intrigued other teachers within our school.

Being forced to think about the 3 components of Math 3 or 5 from Daily 5 has helped ensure that our lessons and activities have variety.

Perhaps moving this model from elementary school to high school is going to look very different than initially hoped; still stemming from the same roots, however, it can be equally motivating and useful.

Day Five

Today's agenda: Based on our observations and feedback from our last working session, we brainstormed ideas to move this model through the upper grades.

Focusing on our idea that a Daily five would be better suited to the high school level as a one-day-of-five, we worked on creating a schedule that would work best at the grade 7 and 8 levels. We focused on creating activities that were more varied in type in hopes that students would feel more inclined to buy in to this day of activities as they would be able to have a choice that worked for them.

The math resource teachers branched off from the group to work on Daily 3 Math centres. Again, with a focus on choice and different learning styles. The launch for grade 7 and 8 went well, so today there was a focus on bringing these types of activities into the grade 9 and 10 math resource classes.

Day Six:

Instead of creating the original plan of a step-by-step guide (as we discovered that the Math 3 and Daily 5 philosophies are not a cookie cutter one size fits all) we used today to organize our materials in a way that will be useful to other teachers. Colleagues

Project Goals:

Our goal for this project was to bridge the gap between our feeder schools and high school. We have had experiences with our own children, or in conversations with our students, that have brought to light how motivating the Daily 5 and Math 3 classrooms can be. We wanted to find a way to bring these

concepts to high school. We believe that we met the goals of this project because we have tailored the Daily 5 and Math 3 ideas to fit within our current reality at high school. Although it may look different with a traditional Daily 5 and Math 3, we feel that we successfully achieved our goal because our students experienced success and we developed a stronger teaching team.

Project Outcomes: The biggest gain that the teachers participating in the project experienced had less to do with the actual Daily 5 and Math 3 and more to do with our collaboration. This project has really allowed our resource and core teaching team work closer together. As well, this project gave us all a motivating push and increased our enthusiasm towards trying new things in our classrooms. We were able to spend time reflecting together and coaching each other about different approaches. The secondary outcome that has been beneficial to us is that we have created materials that will be used in subsequent years in our own classrooms and shared with other teachers.

Reinvestment: This PDIG has given us the opportunity to pool our resources and brainstorm ways to ensure that we are creating flexible learning environments that address a multitude of learning styles and needs of our individual students. Without completely bridging the gap between elementary and high school, we feel that we have made strides to make connections between elementary and high school learning. It has also given our students, and selves, a level of enthusiasm and ownership of their learning, and our teaching. This enthusiasm has already been reinvested because other teachers in our team have been curious about what we have been doing and have used some of the resources in their own classrooms already. One of our team members offered a presentation of implementation of activity based learning and chunking material within a Math 3 environment at our recent Resource Teacher's Network Showcase this spring. We will continue to collaborate to expand on the learning activities and centres to build the resource department's collection of activity based learning "folders". This collection will be available to other teachers in our school as well. We would encourage other teams to carry out this project for two reasons. First, if your students are coming to you from feeder schools that run Daily 5 and Math 3 in their grade 6 classes it will help them bridge the gap with their transition to high school. The second reason to continue a project like this, is that we noticed that students thrive when they are given options for independent learning, which gives them ownership and enthusiasm towards their learning.