



**THIRD SPACE
LEARNING**

Daily Math Drills

Daily fluency and arithmetic
questions

Teacher Guide

The resource in a nutshell

Daily Math Drills provide a daily set of arithmetic practice, designed to help students develop and maintain fluency in both written and mental calculations. The structure of Daily Math Drills is also designed to encourage students to solve a mixture of written and mental calculations.

What is included?

- Weekly questions in a printable format
- Weekly questions in a PowerPoint format
- This teacher guide
- A progression document

The approach behind Daily Math Drills

Regular practice of mental and written arithmetic skills is important in order to keep calculation skills fresh. This is especially important if schools choose to structure their curriculum with longer blocks spent on each topic area, but without each topic area being revisited.

Introducing Daily Math Drills in 1st grade and continuing to use it through to 5th grade will allow students to develop strong arithmetic skills over time.

The questions in Daily Math Drills are a mixture of mental and written calculations. This is designed to encourage students to consider each question and decide the most appropriate method to use to solve the problem.

Each week includes a section titled 'In a Nutshell' which details the content covered over the week so you can see at a glimpse the type of questions students will encounter.

How long should I spend on Daily Math Drills a day?

Ideally students should complete the Daily Math Drills questions daily. The resource can be delivered using between 10 and 15 minutes of class time.

- **5 minutes:** Students complete the Daily Math Drills questions. Adults can use this time to observe students approaches to answering questions and begin to identify any misconceptions or common errors.
- **3 minutes:** Students self-assess using the answer slide or sheet. The teacher takes feedback about the range of answers and identifies any common misconceptions.
- **2 to 5 minutes:** The teacher completes necessary review focusing on any common misconceptions.

Note that when first introducing Daily Math Drills, students may take longer to answer the questions.

How can I differentiate the resource?

You may want to increase the level of challenge for students who might complete the daily questions within the allocated time.

There are a number of ways you could challenge these learners. For example, you could reduce the time limit in which they must complete the questions, helping them build up their speed.

Alternatively, you could challenge students by asking them to identify the method they used for a certain question. Students can then create an easier and harder question which could be solved using that same approach.

How is it structured?

1st Grade

In 1st Grade, it is important that a wide range of concrete manipulatives are available for students to attempt the questions with. This will encourage students to understand the concepts being introduced in detail.

Each day will include **3 questions**.

2nd Grade

In 2nd Grade, students should still be encouraged to use concrete or pictorial representations to support their understanding of the questions.

Each day will include **4 questions**.

3rd Grade

In 3rd Grade, students will answer **4 questions** in weeks 1 to 12 and **5 questions** in all subsequent weeks.

Beginning in 3rd grade, students should be encouraged to consider if a mental or written method is the most appropriate method to use when solving a problem.

4th Grade

In 4th Grade, students will answer **5 questions** in weeks 1 to 12 and **6 questions** in all subsequent weeks.

5th Grade

In 5th Grade, students will answer **6 questions** in weeks 1 to 12 and **7 questions** in all subsequent weeks.

Do you have a group of students who need a boost in math?

Each student could receive personalized lessons every week from our specialist one-on-one math tutors.




- ✓ Differentiated instruction for each student
- ✓ Aligned to your state's standards
- ✓ Scaffolded learning to close gaps

“We just had our first session and it went great! The kids really liked it and felt like they were learning! One even said he finally felt like math was making sense.”



Michelle Craig, Instructional Coach,
Sherwood Forest Elementary, Washington

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