

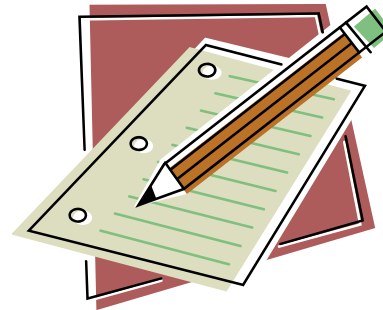
What is The Daily Five?

- The Daily Five is a literacy structure that allows for differentiation in the classroom and provides consistency.
- It is an integrated literacy instruction and classroom management system for use in reading and writing workshops.
- It is a system of five literacy tasks that teaches students independence.



5 Tasks of The Daily Five

1. Read to Self
2. Read to Someone
3. Work on Writing
4. Listen to Reading
5. Word Work



Why use the Daily 5?

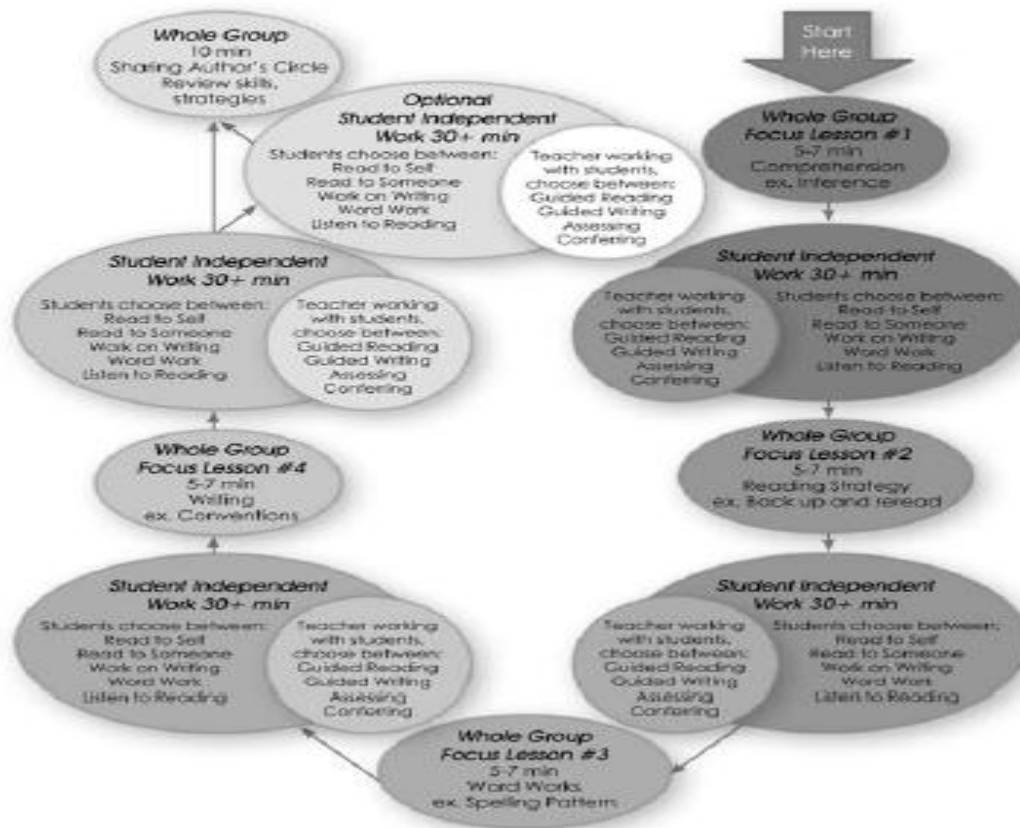
The Daily Five is a student driven management structure designed to fully engage students in reading and writing.

Teacher Driven	Student Driven
<ul style="list-style-type: none">○ <i>low student engagement</i>○ <i>busy work activities</i>○ <i>little time spent reading</i>	<ul style="list-style-type: none">○ <i>high student engagement</i>○ <i>meaningful reading and writing</i>○ <i>majority of time spent reading</i>

The Daily Five Literacy Block

The Daily Five Literacy Block

During each of the independent work periods, students are cycling through their choice of one of the Daily Five components. We have four thirty-minute independent work periods daily; the fifth is optional if time permits.



The Daily Five....

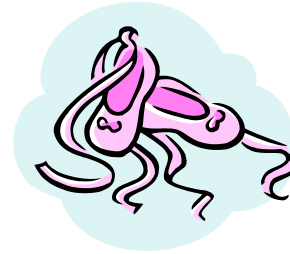
- Relies on the teaching of independence
- Manages the entire literacy block
- Allows for three to five focused lessons and more intentional teaching.
- Provides students with substantial time to read and write.
- Allows for integration of reading and writing.
- Incorporates a variety of clearly defined instructional routines that accelerate learning.
- Builds stamina to ensure longer periods of time students successfully read and write.
- Articulates student behaviors that culminate in highly engaged learners.
- Teaches students to understand and monitor their literacy goals.

From Management of Students to Principled Habits

- Trusting students
- Providing choice
- Nurturing community
- Creating a sense of urgency
- Building stamina
- Staying out of students' way once routines are established

Choosing “Good Fit” Books

- I choose a book.
- Purpose-Why do I want to read the book?
- Interest-Does it interest me?
- Comprehend-Am I understanding what I am reading?
- Know-I know most of the words.



Key Materials, Concepts, and Routines for Launching the Daily 5

- Establishing a gathering place for brain and body breaks.
- Developing the concept of “good fit” books through a series of lessons.
- Creating anchor charts with students for referencing behaviors.
- Short, repeated intervals of independent practice.
- Calm signals and check in procedures.
- Using the correct model/incorrect model approach for demonstrating appropriate behaviors.

Anchor Charts and Modeling

- Anchor charts are large charts created based on what children have to say. They make thinking more permanent and create a visual that can be referred to.
- Each part of the Daily 5 needs to be modeled with an anchor chart.



Short intervals of repeated practice...

- Identify what is to be taught.
- Set a purpose and sense of urgency.
- Brainstorm behaviors desired using an “I” chart.
- Model most desirable behaviors.
- Incorrect model/least desirable behaviors.
- Everyone practice and build stamina. (Start with 3 min.)
- Teacher stays out of the way.
- Quiet signal-Come back to group
- Group check in- “How did you do?”

Signals and Check-in

SIGNALS

- Teach children to quickly respond to a signal so they know it is time to gather and check back in.
- You want something that will grab attention but not break the tone of a classroom.
- Explain the signal and its purpose on the first day of the year. Make an anchor chart together and write down ideas about what it would look like and sound like in the room when the signal goes off. Then, practice, practice, practice! Each time revisiting the anchor chart in-between!

CHECK-IN

- Teaches children to be self-reflective.
- Thumb up by heart if they know in their hearts they were independent and successful.
- Thumb to the side if they were somewhat independent and successful but could do better.
- No thumbs down – this only gives negative attention to those who thrive on it.

3 Ways to Read a Book-Read to Self

- Read the pictures
- Read the Words
- Retell the story

Read to Self

Students should:

- Read the whole time.
- Stay in one place.
- Read quietly.
- Work on stamina.
- Get started right away.



Read to Self

Independence

Students	Teacher
<ul style="list-style-type: none">• Get started right away• Bubble space• Read alone the whole time• Stay in one spot the whole time• Quiet, only the sound of turning pages• Build stamina	<ul style="list-style-type: none">• Work with groups of students• Work with individual students• Help students become better readers

Read to Someone

Reading with someone helps students read independently and grow as readers. It also increases:

- Volume of reading
- The level of attention to reading
- Reading motivation
- Fluency
- Reading rate
- Word attack skills
- The love of reading



READ TO SOMEONE

STUDENT	TEACHER
Sit EEKK	Meet with groups
Whisper voice	Talk quietly with groups
Check for understanding	
Read the whole time	
Get started right away	
Stay in one spot	



Read to someone procedures:

- EEKK-Elbow to Elbow-Knee to Knee
- I Read, You Read-One student reads a page as the other listens. The student listening can summarize what they just heard.
- Choral Read-Partners read the same section of the book at the same time. (helps struggling readers)
- Reading One Book-One book is shared between partners with both students holding a corner of the book.

Listen to Reading

Listening to books develops language fluency.

Students should:

- Get out materials
- Listen to the whole story
- Follow along with pictures and/or words
- Stay in one spot
- Listen quietly
- Get started quickly
- Put materials away neatly


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Listen to Reading

Why: It helps us become better readers.
It is fun.


Students

- Get out materials.
- Find a good spot and stay there.
- Get started right away.
- Follow along with the pictures and/or words.
- Listen to the whole story.
- May listen to another story if time.
- Put materials away neatly.



Teacher

- Work with students



Work on Writing

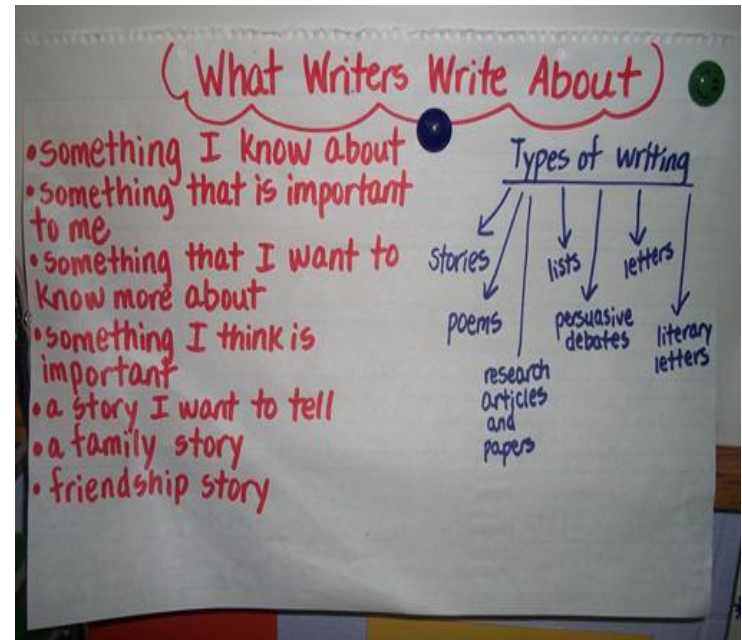
Working on writing provides students with time to spend on writing things that interest them. Typically this writing extends the writing program already used.

- Persuasive writing
- Friendly letters to classmates
- Recount narratives
- Poetry

Work on Writing

Students should:

- Write the whole time
- Stay in one spot
- Work quietly
- Choice of what to write
- Get started quickly
- Underline words they are not sure how to spell and move on.



Writing task cards:

http://www.catawba.k12.nc.us/c_i_resources/Summer%20Staff%20Development.htm

Word Work



Focus on spelling and vocabulary words during this time. Working on words is critical to developing readers, writers, and communicators.

Students will:

- Experiment with words for learning and practice spelling patterns
- Memorize high frequency words
- Generalize spelling patterns
- Add to the knowledge and curiosity of unique and interesting words.



Launching word work

Students should:

- Choose materials and sit in a quiet location.
- Stay in one spot until time to return materials.
- Work the whole time.
- Try your best.
- Work on stamina.
- Work quietly.
- Get Started quickly.

Optional Material Ideas:

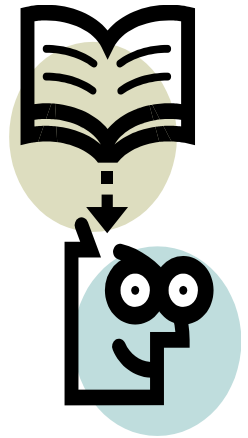
- Whiteboards
- Magnetic letters
- Wikki-stix
- Clay
- Letter stamps
- Colored markers
- Task cards

Implementation for older students...

- As intermediate teachers, the sisters carry out 45 to 60 minute reading sessions with integration of science and social studies.
- Read to self, Read to someone, and work on writing become the foundation of the daily 5 in intermediate grades due to time constraints.
- Older students can start with a longer practice. (But remember, even older students need to work on stamina!)

Let's do the Daily 5!

- Choose your center. Each center is labeled with the anchor chart we completed with the class.
- Work for a small period of time with the materials at the center.
- Listen for the signal and come back to whole group.
- How did you do?



3, 2, 1 Summarizer

Take a piece of paper.

- Write 3 things you learned from today that you might use in your classroom.
- Write 2 ways that the information relates to you on a personal level.
- Write 1 question that you still have about the Daily 5 and include your email address so that we can get back to you!