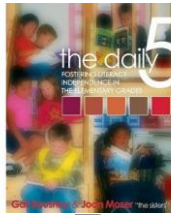


www.the2sisters.com



THE DAILY 5

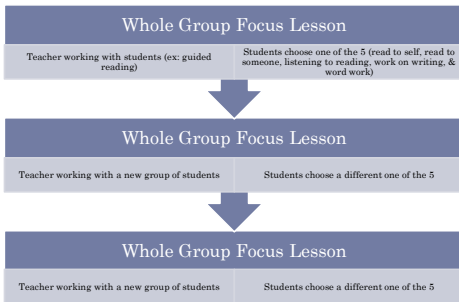
Presented by:
Bengie Gray- bkgray@spsmail.org &
Heather Saleske- hcsaleske@spsmail.org

WHAT IS DAILY 5

- A structured reading block in which every student is independently engaged in meaningful literacy tasks.
- This structure will have a large impact on student reading and writing achievement, as well as, develop children who love to read and write.



THE BIG PICTURE



WHERE DO STUDENTS KEEP THEIR BOOKS?

- Some possible container options: (www.reallygoodstuff.com)



- What can go in their book box?
 - Guided reading books
 - 4-5 classroom library books
 - School library books
 - List of high frequency words
 - Work on writing notebook*

CLASSROOM LIBRARY

*Teach students how your classroom library is set up and allow them to shop for their own books once a week.



I PICK
 "Good Fit Books"
 I look at a book
 Purpose
 Interest
 Comprehend
 Know all the words



READ TO SELF

- Urgency:

Students	Teacher
*	
*	
*	
*	
*	



Three Ways to Read a Book

- 1.
- 2.
- 3.

READ TO SOMEONE

o Urgency:

Students	Teacher
* * * * *	





LISTENING TO READING

o Urgency:

Students	Teacher
* * * * * * *	





WORK ON WRITING

o Urgency:

Students	Teacher
* * * *	



WORD WORK



•Urgency:

Students

Teacher

- *
- *
- *
- *
- *
- *
- *



BASICS TO LAUNCHING EACH STRATEGY

- Day 1
 - Model good and bad behavior
 - Brainstorm chart
 - Build stamina- 3 minutes
- Day 2
 - Model, Review chart, Build stamina- 4 minutes
- Day 3
 - Where to sit in the room
 - Model, review, build stamina- add 1-2 minutes each day extending stamina
- Day 4
 - Model, review, build stamina until desired time is met



MODEL READING WITH A PARTNER

- How to choose a partner
 - Stand up and raise your hand
 - Give eye contact with another person and slap hands
 - Confirm partner wants to be your partner
- How to choose a spot/ book
 - Talk with your partner and make a deal
- Ways to read with a partner
 - One student read while the other student listens and follows along.
 - Students can take turns reading a page in the same book, or students can take turns reading a page from two different books.
- How to help a partner in a tough spot
 - Teach students how to give their partner time and how to remind their partner of reading strategies.

BUILDING STAMINA

- Don't give up! It take awhile to get down.
- Stamina is their ability to be able to sustain an activity before an individual gets off task.
 - teachers role vs. students role
- Minutes of Stamina before introducing the next Daily 5
 - Kindergarten = 7-8 minutes
 - Primary = 8-12 minutes
- Chart stamina
 - start small & celebrate often



CHECK IN

- Chart options
 - Small chart for teacher
 - Large chart for students and teacher
- Make adjustments for your schedule
- The fine print
 - Students must choose a different activity each rotation in a day. For example, if a child chooses word work, the child may not choose word work again.
 - The 2 Sisters suggest that students choose read to self each day. Discuss!
 - Double check that you have an even number of students doing read to someone.



TECHNICAL DIFFICULTIES

- After 3-5 days, if the same student is continually the first/only child to be off ,you can try some of the following:
 - Make sure that you are keeping your eyes and body away from that child.
 - Make sure expected student behaviors were explicitly taught.
 - Ask student to model incorrect behavior and then correct behavior.
 - Have student stay in from recess for 2-3 minutes practicing desirable behavior.
 - Make modifications



SAMPLE EXPLANATION FOR SUBSTITUTE

Daily 5

Here is the structure of Daily 5:

Tell each child to get there choice in their brain between Read to Self, Read to Someone, Listen to Reading, Work on Writing, and Word Work. Call each child's name, one by one, referring to the Daily 5 clipboard. On the clip board, mark their choice in the next blank box using the coding system at the bottom (s=read to self, rs=read to someone, w=work on writing, wws word work (4 students may choose) and l= listen to reading (7 students may choose)). Once kids are done checking in, total how many Read to Someone kids there are, it must be even or someone will have to make a change. Dismiss them in the following order: Listen to Reading first, then Read to Self, followed by Work on Writing, Word Work, and finally Read to Someone. Since only Read to Someone students are left, they will easily be able to find a partner and head out. Dismissing one by one in this manner allows for a calmer start so there is not a mad rush.

At this time I usually pull a small focused reading group and do some one-on-one conferences. It will make it easier for you if you just move around the room reading with kids, helping with their writing, etc.

Please spend some time with the students who chose Word Work.

After about 12 minutes, when the bell on the timer rings, call the kids back to the rug and do the Text Talk, Making Meaning, or Phonics lesson from the lesson plans.

Repeat this entire procedure two more times for a total of three rounds. Students may NOT choose the same thing twice. If this happens, please tell them to make another choice.

QUESTIONS