

# Launching the Daily 5

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# Agenda

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- Daily 5 in Review – 3-5 Minutes
- Launching Read to Self – “I” Chart (5:43)
- Launching Read to Self – Stamina (5:50)
- Launching Read to Self – Behaviors (6:59)
- Launching Read to Self – Barometer Child (2:52)
- Reflection:
  - What is most clear for you?
  - What areas do you want to see in more detail?



# The Daily 5

Work Smarter, Not Harder

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- The 2 Sisters

- Gail Boushey & Joan Moser

- [www.the2sisters.com](http://www.the2sisters.com)

- Username: kninni

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- **The Daily 5** is a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals.



# Researched Based

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**The Daily 5 is a model of research-based:**

- 1. Tasks** (Real Reading/Writing – 5 choices)
- 2. Systems** (10 Steps of teaching/learning)
- 3. Structure** (Manages your Literacy Block)



# The Daily 5

Work Smarter, Not Harder

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## The Daily 5 are:

1. Read to Yourself
2. Read to Someone
3. Listen to Reading
4. Work on Writing
5. Word Work/Spelling



# The Daily 5 Tasks

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- The premise of the Daily 5 is that these are the 5 areas students should be **independently working** on during your Guided Reading time.
- Rather than changing “centers” or “work packets”, which have new instructions or expectations for students, these 5 areas stay **consistent** so students can grow in their own learning in a structured routine.
- <http://www.youtube.com/watch?v=hutAk21Reqc>



# The Daily 5 Tasks

## Creating a Sense of Urgency

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### **Read to Self**

The best way to become a better reader is to practice each day with “Good Fit” books that you have selected yourself. It’s Fun!

### **Work on Writing**

Just like reading the best way to become a better writer is to write each day. It’s Fun!

### **Read to Someone**

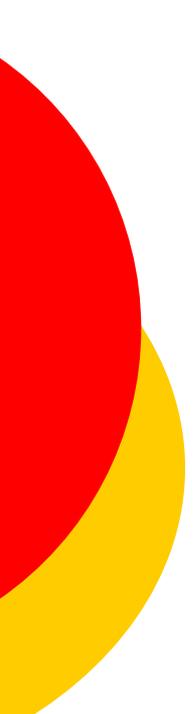
Partner reading provides opportunities to practice strategies, improve fluency, check for understanding, and hear your own voice while sharing in the learning community.

### **Word Work**

Expanded vocabulary leads to greater fluency in reading, therefore increasing comprehension. Becoming more proficient as a speller leads to writing fluency and the ability to get your ideas down on paper.

### **Listen to Reading**

Just Hearing fluent and expressive reading of good literature expands your vocabulary; helps build your stamina and will make you a better reader.



# Sample “I” Chart (Anchor Chart)

## Read to Self

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*\*Helps us become better readers!*

*\*It is FUN!*

### **Students**

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Read the whole time  
Stay in one spot  
Read quietly  
Work on Stamina  
Get started right away

### **Teacher**

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Work with students



# 10 Steps to Teaching and Learning Independence

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1. Identify what is to be taught
2. Setting Purpose – Sense of Urgency
3. Brainstorm behaviors desired using an I chart
4. Model most desirable behaviors
5. Model least desirable behaviors then desirable
6. Place students around the room
7. Everyone practice and build stamina (3 minutes)
8. Stay Out of the Way
9. Quiet Signal – Come back to Group
10. Group Check In – “How Did You Do?”



# Purpose + Choice = Motivation

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In the fall, it is recommended that time needs to be spent getting to know each child, listening to their stories, and building trust. Explicit instruction and controlled practice in each area will be needed prior to independence use of the Daily 5. Spend at least 20 days building community, defining and practicing behaviors, building stamina and assessing needs.

Implement **choice** by allowing kids to choose the order in which they'll participate in the Daily Five activities.

In the beginning, guided practice and some teacher control of the order/activities is expected.



# Launching the Daily 5

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1. The book/website outlines specific **procedures and routines** and actual lesson plans to help establish an effective and successful start to using the Daily 5 in your classroom.
2. Teach students **why** we do the things we do. When kids know “why”, they develop a **sense of urgency**.
3. Create “**I – Charts**” (Anchor Charts to encourage independence) together to define roles of the students during each of the Daily 5 components. If something is important, it is written down, and learning becomes anchored to these charts.



# Creating Success with the Daily 5

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- 4./5. Use **correct model/incorrect model** approach for demonstrating appropriate behaviors. Discuss what the skill looks like, student model, another student models incorrectly and then model appropriate behaviors.
6. Set up **book boxes**. (or bags, etc.) No wasting time looking for books. Develop the concept of "**good-fit**" independent level books. (See "I PICK Good-fit books" lesson)
7. **Increase stamina** by giving manageable tasks that gradually increase in time and resistance. We move slowly to eventually move fast (p.42)." Use short intervals of **repeated practice** through visual, auditory, and kinesthetic to improve muscle memory during a week long launch. Do not set a timer. When kids are successful with three minutes, one minute is added to each practice. (See "Ten Steps to Improve Muscle Memory")



# Self-Reflective Kids!

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8. Stay out of their way and let them read. Let kids monitor themselves. Work individually with students or with small groups.
9. Implement **calming signal** (chimes) to get everyone's attention or to gather as a class. Create "I chart" of what it would look like and sound like when they hear the signal.
10. Establish an open large **gathering place** for brain and body breaks after each work session. It signals a shift in activity and thinking. Encourage kids to be self-reflective through **check-in** procedures. (An example is thumbs up for successful behavior and thumbs sideways if they were somewhat independent. No thumbs down.)

# Daily 5 Vocabulary 😊

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**I-Charts** - What students/teacher are doing

**Anchor Charts** – What Good

Reading/Writing “Looks” Like –it “anchors”  
their learning

**Launching** - Training them on what to do –  
management system

**Stamina** - Building Independency

**EEKK!** - Elbow-Elbow Knee-Knee (Read to  
Someone)



# Structure:

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7-10 Minutes – Focused Mini-lesson

Daily 5 Cycle (Build stamina first)

7-10 Minutes – Focused Mini-lesson

Daily 5 Cycle (30 minutes primary/40+ upper grades)

7-10 Minutes – Focused Mini-lesson

Daily 5 Cycle -- SHARING

\* Individual/Group work with teacher during the cycle

[www.thedailycafe.com/four%20forms%20for%20launching.pdf](http://www.thedailycafe.com/four%20forms%20for%20launching.pdf)



# The Structure Notes:

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## Primary:

3-5 choices/rounds daily

(shorter stamina = more rounds)

Must do: Read to Self/Work on Writing

## Intermediate:

2-3 choices/rounds daily

(longer stamina = less rounds)

Work on Words for students who need it

Read Aloud = Listen to Reading



# Whole Group Focus Lesson

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## Why 7-10 minutes?

**Brain Research** shows the **# of their age** is the **# of minutes** a child can sustain higher level thinking.

## Suggested Focus Lessons:

Round 1 Comprehension

Round 2 Accuracy (decoding/phonics)

Round 3 Writing



# Accelerate Student Learning:

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The tasks alone are not enough... **CAFE** is a guide and system to **focus our instruction**, help students set reading and behavior goals, monitor their progress--and do it all without losing your sanity! [www.thedailycafe.com](http://www.thedailycafe.com)

## CAFÉ

**Comprehension**

**Accuracy**

**Fluency**

**Expand Vocabulary**



# Website Resources

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[www.thedailycafe.com](http://www.thedailycafe.com)

[www.thedailycafe.com/public/398.cfm](http://www.thedailycafe.com/public/398.cfm)

[www.choiceliteracy.com/public/330.cfm](http://www.choiceliteracy.com/public/330.cfm)

[www.the2sisters.com](http://www.the2sisters.com)