

Daily 5 Made EASY!

The secret of change is to focus **all** of your energy, not on fighting the old, but building the new.

- Socrates

A day by day guide to the management strategies in the books
The Daily Five by
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Modified from "Daily 5 for Dummies"
East St. Louis School District

Overview

Day 1

Establish a Gathering Place and Signal
Use Foundation Blocks Language
Three Ways to Read

Day 2

Review (where needed)
Build Boxes
Begin Read to Self
Create Read to Self Anchor Chart
Practice Read to Self

Day 3

Terms - Stamina & Independence
Review 3 Ways to Read
Practice Read to Self
Lesson - Where to Sit in the Room - Read to Self

Day 4

Review (where needed)
Begin Read to Someone
Create Anchor Chart for Read to Someone
Practice Read to Self and Read to Someone - Record Stamina

Day 5

Review (where needed)
Lesson - How to Choose a Partner
Practice Read to Self and Read to Someone - Add to Stamina

Day 6

Review (where needed)
Lesson - Ways to Partner Read
Practice Read to Self & Read to Someone - Add to Stamina

Day 7

Review (where needed)

Lesson - How to Choose a Book

Begin Work on Writing

Create Anchor Chart for Work on Writing

Three Ways to Write

Continue to Practice Introduced Tasks - Add to Stamina

Day 8

Review (where needed)

Lesson - I-PICK Good Fit Books

Where to Sit - Read to Someone

Lesson - Something to Write About

Practice 3 Tasks - Add to Stamina

Day 9

Review (where needed)

Lesson - Steps of Writing

Model & Practice "Coaching" for Read to Someone

Practice 3 Tasks - Add to Stamina

Day 10

Check for "10 Steps for Building Muscle Memory" & make assessment of first 10 day progress. Where do you need to go back and review, what can you move forward on?

Day 11

Practice and look for Stamina that allows for small group time

Utilize extra minutes for assessment

Practice 3 Tasks - Add to Stamina

Day 12

Review (where needed)

Begin Work on Words

Create anchor chart for Work on Words

Practice 4 Tasks

Day 14

Review (where needed)

Create lessons for missing pieces (what is not working?)

Practice 4 Tasks - Add to Stamina

Day 15

Review (where needed)

Create lessons for missing pieces (what is not working?)

Practice 4 Tasks - Add to Stamina

Day 16

Review (where needed)

Create lessons for missing pieces (what is not working?)

Practice 4 Tasks - Add to Stamina

Begin Listen to Reading

Create Anchor Chart for Listen to Reading

Day 17

Review

Choice

Practice - Add to Stamina

Day 18 - Day 21

Review

Choice

Add any additional mini lessons for any of the tasks

Practice - Add to Stamina

Day 1

Establish a Gathering Place

It is important that the classroom have a spot where you can gather to meet as a community. This can be a rug, but doesn't need to be able to fit everyone sitting one way on the floor. It can be a place where some children can stand, some sit; some have chairs in the back. Be flexible. Remember - space in our rooms was built for students, if we don't have space for them, we must look around at what takes up *their* space.

"Class, can you hear this sound? This is the sound that I will use when I need all of your attention. Why would I need your attention?" Let children brainstorm.

[Create the sound.] Bell, clap, whistle or any attention getter!

"This will be our class signal that I need everyone's attention. Let's make an anchor chart together and write down our ideas about what you think it might look like and sound like in our classroom when you hear the sound."

Make anchor chart

"Boys and girls, let's practice your ideas."

Practice, go over the chart to see how they all did and **CHECK-IN**. Any check in will require the following self- assessment. You can use the thumbs up/thumbs sideways or create one of your own.

- Thumbs-up, right in front of their hearts, to signal if they knew in their hearts they were independent and successful with that behavior.
- Thumb sideways if they thought they were somewhat independent and successful but could do better.

Incorrect model - Ask someone to model the incorrect behavior when you hear the sound. (Usually a challenging student) Then ask the same student to model the appropriate behaviors. This will show that he/she *CAN* do it correctly and teach the rest of the class what you don't want to see.

Signal Eyes Look Stop What You Are Doing Quiet Ready for Directions

Foundation Blocks

The following are important to remember in introducing and building the Daily 5 in your classroom.

The "10 Steps to Improve Muscle Memory"

1. Identify what is to be taught.
2. Set a *purpose* and a *sense of urgency*.
3. Brainstorm behaviors desired using an I-chart.
4. Model most-desirable behaviors.
5. Incorrect model—least-desirable behaviors, then model most-desirable behaviors.
6. Everyone practice and build stamina.
7. Teacher stays out of the way.
8. Quiet signal—Come back to group.
9. Group check-in—"How did you do?" (Thumbs Up/Thumbs Sideways)
10. Repeat 1 through 9.

Sense of Urgency (Teacher's Job)

It is imperative that we help children to understand the value of learning to read. All people are more invested in the tasks they do if they understand *why* they do them and what makes it *important* for them to do.

"Why do we eat food? Why do we sleep?" "Why do we use manners?" "Is it important to learn to read? Why do we want to read?" Ensure that you share with children that it is fun, important to learning and allows us to do many things in our daily lives. Creating this will require creating enthusiasm sense of importance for the task of reading.

Terminology

Independence

Introduce the word independence to children. Make sure that children understand that being independent means "doing it by yourself". The dictionary definition includes, "capable of acting by one's self".

Building Stamina

Students need examples of how people build stamina and why. Do a mini lesson or short discussion and ask children - what is stamina? Give an example of a runner starting small and adding a bit each day until he/she can run a marathon. Ask, *"Why is stamina important?"* to ensure that children understand that building stamina allows you to get better at something and not feel like giving up, it also takes time. Introduce the stamina chart (see back of binder) for Read to Self and tell students that to be a good reader you

have to build your stamina. Stamina to stay focused and committed to becoming a better reader/writer.

Anchor Charts

All charts are created with the children to hang in the classroom. Each chart allows children to participate in creating what each task they are charged with looks like, sounds like and feels like. It is so important that children have ownership of these charts and that you can utilize them to "anchor" student learning by referring back to what you have talked about when building each one. **While I have provided samples**, the goal is that *you and your children create each chart that hangs in your room.*

Focus Lesson

"Three Ways to Read a Book."

*"Today class, we are going to learn **three ways** to read a book. Who knows what those ways are?"*

Turn & Talk (each student tells a partner what he/she knows - then ask a student to share what their partner said)

"First, we will read a book using just the pictures. Model how to make up words to a book by just looking at the pictures in the book. Also show a nonfiction book with a chart, map or cut out and show how to get information by just looking at the text feature. Utilize a book that has pictures that the children can see or put a book on a document camera. Ask the children to share their thoughts on this.

"Reading the pictures is one way of reading a book. Boys and girls, what did you notice me doing?"

Turn & Talk

Now **Read** the words and model metacognitive process of thinking aloud.

"This was our second way to read a book - read the words"

Turn & Talk - "What did you notice about my two versions?" One is made up words and one is the actual words in the book. "How are they the same and how are they different?"

"Do any of you have or have had a book that you knew really well. You have read it more once, twice or more and you know the book pretty well?" - Explain that you have a book that you know fairly well and can retell. Give an example and tell the students about several things in the book. Ask the students to try to retell one of their favorite books. Recap - "Retelling a Book is our third way to read". "Did you notice that I used the pictures and what I remembered from reading the words to retell the book? It is a fun way to read a book, especially a favorite book! Today, when you build your stamina in Read-

to-Self time, you may choose to read the words or the pictures, or retell a book you have already read."

"Now we know that there are 3 ways to read a book" - "Reading is interpreting text for having meaning. All of our ways work for gaining meaning".

Make anchor chart: (See chart at back of binder)

- Read Pictures
- Read the Words
- Retell the Book

Show a great picture book and ask children if they can read this book. Ask them to share how they are reading (pictures, words or retell). Show a chapter book with no pictures and talk about the ways you might read this book (words or retell) and then lastly show a menu and ask how print can be interpreted on the menu.

Day 2

Review

Signal and Terminology

Build Book Boxes/Baggies

Building book boxes encourages children to choose books once for a specified time and to stay focused on interpreting the print that they have chosen. They can be made from Dollar Store totes, Cardboard File Boxes, Cereal Boxes or Gallon Size Baggies. Set up a table or counter with reading materials that children can choose. Include books, charts (can be color charts, alphabet or number charts for younger children), books you have previously read, poems, songs, magazines, maps or any text item that you think children would be motivated to read. Ask small groups of children (by reading group, random selection or anyway that works for your class) to come to the area to make their book choices.



Tell the students the number of items that they can select (see below), also once established they can trade from the ones in their book box later on during trading times. Once a child has made their choice, quickly ask the child how they will read their selections. Are there any with pictures? Are any text items something that they have heard before for retell? Or will they be reading the words? Make sure children feel that they can be successful with the text that they choose. Check in to ensure success!

The boxes or baggies can be built on YOUR schedule and timeframe. If you find changing books each Friday when children first come to reading groups is easiest and allows you to put out material specific to the level of reader, then do that. If instead, you think that the books can last longer and you trade every 7 school days during morning check in time - do that. It is whatever timeframe works for you and the students.

Number of Books/Items

Depending on the grade level - students can choose between 2-10 items for their book boxes (baggies). A first grader might have 8-10 books, maps, menus or other items, while a fourth grader might have 2 items - a chapter book and a poem. It truly depends on the how many "they need". Always estimate high so that children are not asking to trade books other than "book exchange time" on a regular basis.

Begin - Read to Self

"Today we are going to begin our first day of the Daily Five. We know that the most important thing we can do to become better readers is to spend lots of time practicing reading (show the poster of 10 ways to become a better reader- back of binder). Let's begin by making an I-chart, with our ideas of what reading to ourselves looks like and sounds like." The "I" on the chart will stand for Independence.

Sample I-Chart

Read to Self
Independence

Why?

Students

- Read the whole time
- Use a quiet voice
- Stay in one spot
- Get comfortable
- Don't sit too close to others
- Get started right away
- Eyes on book

Teacher - Work with students
Work with an individual

Top of chart - Read to Self, Independence

Under heading write - Why: to become a better reader, you can get information, you can be entertained and it's FUN! Allow students to add any other reasons that they have for wanting to be a better reader

Write responses on chart - *"That is why we will begin Daily Five with Read to Self."*
"This is so important to becoming a better reader".

Write "students" on the top left and "teacher" on the top right. Brainstorm appropriate Read-to-Self behaviors.

"If our class were to do Read to Self independently, which means all by yourselves, what do you think it might look, sound, or feel like?"

(Record responses) Look for answers or guide thoughts about ~ reading the whole time, staying in one place, eyes on the book, whisper or no voice, get started right away, get comfortable, allow for space between other readers and any other you think are important.

"These are all such good ideas. You already know a lot about how Read to Self looks, feels, and sounds. What about the teacher? What would the teacher be doing?" Accept answers and guide children to include - read with groups of children, read with children one at a time, listen to children read, and help them with their reading decoding strategies under teacher on the I-chart.

Modeling

"Now that we have talked about what Read to Self might look like, sound like, and feel like, is there anyone who would like to model, or show the class?"

Choose student to model

"Let's look at _____ as he/she models for us. Wow, he is certainly staying in one spot." Point to I-chart while observing each behavior. Show approval and encourage children to support what the reader is doing.

"Who can tell us what you saw _____ doing as he was practicing Read to Self?"

Choose a few other models.

Explain why these behaviors help to make you a better reader.

Incorrect Model

"Is there anyone who would like to model Read to Self the inappropriate way - what it shouldn't look like?"

Choose student

"Okay, let's watch _____ as he models Read to Self the wrong way."

"Oh my, let's look at our chart." Go through each item on list pointing out how the model is not doing it. Also, remind children that this is not a way to become a better reader.

"Okay, _____, now please show us the appropriate way to Read to Self."

It is important that the child that shows the wrong way also show the right way afterwards.

PRACTICE READ TO SELF

"I think we are ready to practice Read to Self. Each of you has a book box/baggie. Right now you are going to find out where children in our class can sit during Read to Self. Then we will practice Read to Self, for _____ minutes - let's set the timer." "The reason we are practicing for _____ minutes is that we are working to help you build your stamina and to

train your bodies and brains to do Read to Self the appropriate way, the ways we brainstormed on the chart and the way you saw some of your friends model. Building your stamina each day will help you all year long as we work toward becoming better readers who love to read."

Place children around the room, it is necessary for you to model to the children acceptable spots where they can go to read. When someone is unable to focus on his or her book or stay in one spot it is time to stop. Do not manage by proximity or make eye contact. Sit in guided reading spot. Signal class back to the gathering space.

"Let's look over our I-chart of Read to Self and reflect on how it went. As we read through each of the items on the chart, think about your Read-to-Self behaviors. Were you practicing what readers who Read-to-Self do? Put your closed hand right next to your heart. As we go through each Read-to-Self behavior on our chart, think about how you did today. If you know in your heart that you were successful today, put your thumb up. If in your heart you know that you can improve in this area, put your thumb sideways. Keep it close to you, right next to your heart." It is important to emphasize that you have to want to read, focus and try hard to stay on task. Remind students that the runner that sits down after a few steps takes much longer to meet their goal and being off task doesn't allow you to become better.

Read over items on student side of I-chart, reflecting on each.

"Is there anyone who would like to share a celebration of what went well during our first practice?" "Before we practice again, are there any changes you think we need to make?"

The next time we try, we will see how long we can do READ to SELF again, we will see if we can make it longer than ____ minutes. Encourage your children to stay on task and try hard. Have them practice again reminding them to challenge themselves to beat the previous time. If possible, post a timer. If you need to do a great deal of review, wait until the next day and start over.

PRACTICE AND CHECK-IN

Discuss and **place** children around room in different spots. After about ____ minutes signal to return to gathering place.

"Let's talk about how our practice of Read to Self went. Who would like to share something that went well?"

Review the I-chart again, with students using their thumbs to reflect upon their behaviors.

Take a moment to record the time on the "Stamina Chart" so that the students can watch the time grow over the days of practice and also be able to see the final goal time.

REVIEW THE LESSON

"We just learned about the first part of Daily Five called Read to Self. What did you learn about why we do Read to Self, and how we do Read to Self?"

Closure, sharing, and review of the lessons of the day.

Day 3

Review 3 Ways to Read

Terms: Stamina

Independence

Talk about Anchor Chart and Purpose for Read to Self

"Please put your thumb up if you remember the three ways to read a book that we learned about yesterday. Please turn and tell your elbow buddy one of the ways, and see if he or she can remember the other way." "Turn and share what stamina and independence means and why they are important in our classroom."

"Who remembers our words - independence and stamina? Let's talk about them and revisit why they are important to read to self".

READ TO SELF

Review the I-charts.

Create a sense of Urgency

Choose a student (or a couple of students if needed) to come to the front of the group with their book boxes and model Read to Self.

Place children and their book boxes around the room. Avoid eye contact.

Let students read for determined number of minutes.

Signal to meet as a whole group and "Check-In."

Record time on the Stamina Chart

Practice two or three more times.

Review and record stamina

Before the second practice for the day -

Focus Lesson

"Where to Sit in Room"

Create a chart to teach and reinforce where they can choose to sit in the room. We have "pleather" pillows (pillows covered with a plastic cover that looks like leather), towels to go over the desks or tables, quiet corners, chairs or stools and any other place that they can sit and read. You will be PLACING students for the first few days.

Model

Review

"Three Ways to Read a Book."

Talk about Stamina

Build the Sense of Urgency

READ TO SELF

Review I-chart.

Continue "10 Steps to Improve Muscle Memory," adding 1-2 minutes to stamina.

- Identify what is to be taught.
- Set a purpose and a sense of urgency.
- Review behaviors desired using an I-chart.
- Model most-desirable behaviors.
- Incorrect model—least-desirable behaviors, then model most-desirable behaviors.
- Everyone practice and build stamina.
- Teacher stays out of the way.
- Quiet signal—Come back to group.
- Group check-in—"How did you do?"
- Repeat 1 through 9.

Closure, sharing, and review of the lessons of the day.

Day 4

Review "Where to Sit in Room"

Review "Three Ways to Read a Book"

Review I-Charts Read to Self - Build Stamina - Add to Stamina Chart

Begin Read to Someone (If your students are ready)

Create anchor chart for Read with Someone. Explain to children that this is similar to read to self but that they will have a buddy. Also, show the stamina chart for Read to Someone.

"Boys and girls, today we are going to work on another important activity for our classroom". "Why would it be important to read with someone and what would that look like, sound like?"

- Helps us become better readers
- Best way to practice fluency
- It is fun
- We can help each other

Select one to three sets of partners to come to the front with their book boxes and model the correct behaviors of Read to Someone. Then model incorrectly. You will pick partners and spaces for several practice sessions.

1. Place children in locations to practice for three minutes.
2. Signal to gather.
3. Review Read to Someone chart and discuss.
4. Students use thumbs to reflect.
5. Model again.
6. Repeat 3 minute practice
7. Signal and check in

Sample I-Chart

Read to Someone
Independence

Students

- Sit EEKK (show chart)
- Use a quiet voice
- Read the whole time.
- Stay in one spot.
- Get started right away
- Partners share book(s)

Teacher - Work with students
Work with an individual

Closure, sharing, and review of the lessons of the day.

Day 5

Review Read to Someone

Review Independence- Check In

Talk about Stamina - Check In

Read to Self Continues - Add minutes to Stamina chart

Practice Read to Self and Read to Someone several times today.

Later in the Day

Focus Lesson

How to Choose a Partner

"As we have been building our stamina each day and practicing all these parts of Read to Someone, I have been putting you into your partnerships. Today we will learn the correct way to pick a partner during Read to Someone or any time during our day."

Blank anchor chart: "How to Choose a Partner."

"When we choose partners, it is very important to remember that our partner doesn't always need to be our very closest friend. It is also great fun to read with other friends in our classroom. In fact, sometimes our very closest friends don't make the best partners, because we might have a tendency to chat instead of read."

Write on anchor chart - Not always your closest friend.

"When it comes time to choose a partner, we want to communicate to the group that we need one, but what do you think would happen if we just started yelling, 'Hey, I need a partner!'"

"Class, let's give that a try and see how it sounds. Okay, everyone, start yelling out to the rest of the class that you need a partner."

"That will never work in our classroom, will it? There has to be another way to communicate our need for a partner." "Here is a great quiet way to let people know we need a partner."

Add these to the anchor chart as we say and model them:

1. Sign your name on the "I need a partner" board. This is our class's silent signal that will mean "I need a partner." (model for class)
2. Look around the group. When you see another person's name on the board go to them and make eye contact with him or her. (model for class)
3. Say, "Will you please be my partner?" We model this part of the lesson because we are very particular about tone of voice. We model asking it with an inviting tone. The only acceptable answer is "Sure, thank you!" Again, we model the tone we expect to hear during the response, pleased and polite.

"The tone of voice is very important in our classroom. How would you like it if someone came up to you and used the correct words, 'Will you please be my partner?' but said it flatly, and kind of grumpily? _____, will you help me model this? I am going to ask you to be my partner with a crummy, grumpy tone of voice, and let's have you tell us how it feels."

Model

"How did it feel?"

"_____, now let's model for the class using the right tone of voice."

Model

"Well, _____, what did you think that time?"

"Boys and girls, that is exactly how we want our partners to feel, like we are really excited to read with them, because then, they will be excited about reading with us! Who else would like to model for us?"

Give everyone in the class a chance to model

Practice Read to Someone

Day 6

Review of Anchor charts and I-charts from each day:

Three Ways to Read a Book

Where to Sit in Room

Revisit How to choose a partner for Read to Someone

Focus Lesson

Model and practice how partners read using the same book.

"I Read, You Read"

Do repeated modeling, practice and checking in to build stamina.

Model and practice how partners read two different books.

"There is one more strategy I would like to show you so you have choices when you Read to Someone. It is called 'Read Two Different Books.'"

Add "Read Two Different Books" to anchor chart.

"For this Read-to-Someone choice, you and your partner can both have different books, yet still read as partners. Here is how it goes. _____, will you help me model this one? You get a book from your book box, and I'll get a book from mine. What do you notice about our books?"

"_____ and I really want to read together, but my book is too hard for him. Even though my book is too hard for _____, we can still be partners and enjoy each other's books. Here's how. _____, you read the first page of your book to me. I'll keep my book closed with my finger marking my place. When you are finished reading the first page, I'll check for understanding. Then, you'll close your book, keeping your

finger marking the page you're on, and you'll listen to me. When I am finished reading, you'll check for understanding and then we'll switch back again."

Model

Go back over and review three different ways to Read to Someone.

1. "Check for Understanding" one book: One partner reads while the other checks for understanding, then switch.
2. "I Read, You Read," one book: One partner reads; the other partner reads the same part of the story. The most fluent reader reads first.
3. "Read Two Different Books." Two books: Partners read two different books and check for understanding.

Students are partnered up and placed around the room. They decide together which of the three ways they will read. Aim for one more minute than yesterday.

READ TO SELF

"Today you will choose where to sit for Read to Self, make good choices so that I don't have to get involved". Encourage the children that will need assistance by walking with them and pointing to areas that are okay for them. Remind them how to choose a place to sit.

Continue "10 Steps to Improve Muscle Memory," adding 1-2 minutes to stamina.

1. Identify what is to be taught.
2. Set a purpose and a sense of urgency.
3. Brainstorm behaviors desired using an I-chart.
4. Model most-desirable behaviors.
5. Incorrect model—least-desirable behaviors, then model most-desirable behaviors.
6. Everyone practice and build stamina.
7. Teacher stays out of the way.
8. Quiet signal—Come back to group.
9. Group check-in—"How did you do?"
10. Repeat 1 through 9.

Practice

Closure, sharing, and review of the lessons of the day

Day 7

Ask children how Read to Self and Read to Someone are working in the class.
Have a discussion about what is going well and what is not.
Revisit I-charts for the 2 Options introduced so far.

Focus Lesson

Brainstorm and practice "How to Choose Books" for Read with Someone

- ❖ Let's Make a Deal
- ❖ Rock, paper, Scissors

"Today we are going to learn some strategies for how to choose books. Put your thumbs up if you have ever had a friend over, decided to play a game, and couldn't agree on which one to play. You wanted to play one game, and your friend wanted to play a different one."

"The same thing can happen with books when you choose to do Read to Someone. Today we want to teach you some strategies for how to choose books with your friends and classmates without getting into an argument."

At the bottom of the Read-to-Someone anchor chart write, "How to Choose Books"

"_____, would you like to help me model the first strategy? We call it 'Let's make a Deal.' _____, would you get a book from your book box that you would like to read, and I'll get one from mine. Now pretend that we are partners and I tell you I really want us to read my book because it is my favorite! However, _____, you really want to read your book because it is your favorite."

"Here is how to solve the problem using 'Let's make a Deal.' Hey, _____, how about if we read your book together first and then we read mine? Will that be okay with you?"

"Class, do you see how we made a deal? We quickly solved this problem so that we didn't waste any of our precious reading time disagreeing over which book to read. We could also have agreed to do Read Two Different Books. Another way to solve this problem would be to do Rock, paper, Scissors, with the winner choosing the book this time."

Add these ideas to the chart and then have a child model with us, choosing which book to read by using Rock, Paper, Scissors. Model what each behavior would look like and what it would not look like. Also, what it would sound like.

READ TO SELF and Read to Someone

Continue to use "10 Steps to Improve Muscle memory," adding 1-2 minutes to stamina.

Begin - Work on Writing (If your students are ready)

"Today we are going to begin our very first day of the Daily Five's Work on Writing. We will be doing Work on Writing every day. Turn to an elbow buddy and talk over why you think it is so important to write every day."

"Who would like to share your partner's ideas of why it is so important to write every day?"

I-Chart

Urgency:

- Helps us become better readers and writers
- We care about writing and the people who read it.
- Choice
- It is fun.
- Helps us share things

Focus Lesson

3 Ways to Write

*"Boys and girls, just like reading, there are 3 Ways to Write. Everyone can write using one of these strategies. The **first way to write** is to draw a picture. Begin drawing on a chart or whiteboard and ask children to tell a partner "What they think you are drawing? Does it help when I add detail? Do you sometimes know what I might add before I add it? In reading, we said that we read pictures, then writing can be creating those pictures to read later. Show children pictures of traffic signs without any words (see back of binder). Ask them if they can read the picture. It is important to empower the children to be writers at all levels of writing.*

*The **second way to write** is to try to write the word the very best you can. Smart students use everything they know about words to learn to write. You might have a tool for finding a word, you may ask someone sitting next to you or you might just do the very best job you can sound it out or thinking about what it "looks like". The **third way to write** is to write the word if you know it.*

3 Ways to Write

Draw a Picture

Smartie Writing

Write the Word

"Friends, before we create our I-Chart for Work on Writing, there is something you need to know that will really help you with your independence."

With blank paper and marker, turn to the chart and think aloud before we begin our story. *It is always good to talk out what you are going to write. This helps us add detail and remember what order we want our writing to go in. So I will tell you all what happened:*

"I will use this chart paper instead of writing paper so you can all see what I think about when writing. Last night the weirdest thing happened, and I just couldn't wait to write about it in my writer's notebook. I was sitting outside after dinner reading a book when I heard my neighbor's porch door slam. I looked up from my book to see my neighbor's dog escape from her porch. I ran in my house and grabbed a piece of cheese and call the dog, waving the cheese. Once he came to me, I took him by the collar back home. I am glad I was there because my neighbor didn't even hear him push open the porch door.

"Okay, there is my plan for what I will write about. Now I am ready to get started."

Start writing from the beginning, modeling very explicitly how to write the sounds we hear or other tools we use when finding words we want to use. After writing the first three words, pause.

"Boys and girls, I don't know how to spell weirdest, but I really want to use that word. When writers in our room come to a word they don't know how to spell, they just write the sounds they hear, doing the best job they can, then keep writing."

Write the following: "Last night the wrdest thing happened to me..."

Notice, I used one of our ways to write - I used Smartie Writing - doing the very best I could and will check that later."

Continue writing and modeling. Remind students that good writers think, tell, retell and write.

We will be showing students a few of the tools that they can use in the writing center. You might place idea cards on a ring, have photos that they can write about, graphic organizers to help them get started or tools for finding words they want. We will continue to add tools that writers need as the year goes forward. Over the next several days introduce a new tool during review.

Focus Lesson

Work on Writing - Independence

Brainstorm behaviors for writing independently. Write them on the I-Chart.

- Write the whole time
- Stay in one spot
- Work quietly
- Choice of what to write
- Get started quickly
- Use writing tools (back of binder)

Teacher Side

- Work with students

"Friends, now let's see if anyone in our room would like to model Work on Writing the correct way for us." "Remember that there are 3 Ways to Write".

One to three students model writing independently.

"Who would like to model the wrong way for us?"

One or two students model incorrectly. Then see if they can do it correctly.

"Now we are going to have a three minute practice."

Place children around the room. Remind them that they can write whatever they want. Copy things off the wall, draw a picture, write words - anything that someone else can read! When someone is unable to focus on his or her writing or stay in one spot it is time to stop. Do not manage by proximity or make eye contact. Sit in guided reading spot. Signal class back to the gathering space.

"Let's look over our I-chart of Writing and reflect on how it went. As we read through each of the items on the chart, think about your writing behaviors. Were you practicing what good readers do? Put your closed hand right next to your heart. As we go through each Writing behavior on our chart, think about how you did today. If you know in your heart that you were successful today, put your thumb up. If in your heart you know that you can improve in that area, put your thumb sideways. Keep it close to you, right next to your heart."

Read over items on student side of I-chart, reflecting on each.

"Is there anyone who would like to share a celebration of what went well during our first practice?"

"Before we practice again, are there any changes you think we need to make?"

Model again. Practice again, adding one or two minutes. Check in.

Closure, sharing and review of the day's lesson.

Day 8

Review any and/or all anchor charts

Continue on Writing

Continue Read to Self - Read to Someone - Add to Stamina Charts

Focus Lesson

While it is okay to read pictures and retell a book, it is also important to point out how to choose a book when you want to read the words.

At the Illinois State Reading Council Conference in March of 2005, Richard Allington stated that current research defines a "Just Right" or a "Good Fit" book for independent reading as one which children can read with 99% accuracy. This is a shift from prior thinking that identified a book as a "Good Fit" when students could read it with 95% or greater accuracy. Given what the research and leaders in our field are saying, it is imperative that we teach children to choose books that are a "Good Fit" for them.

I-PICK Good Fit Books

Come to school with a bag of shoes. Have a pair of dressy shoes, sneakers, snow boots, sandals and someone's much too large shoe. Put out each pair and ask what they think the purpose of these shoes is.

"Each pair of shoes has its purpose. I certainly would not wear snow boots to the beach! Just like choosing which shoes to wear for which activity, we also have a purpose when we choose a book. The purpose for choosing a book may be because you want to learn about a certain topic or just to read for fun,"

Discuss the importance of choosing books that interest us as well. Share variety of books we are interested in and those we are not. Guide discussion to favorite genres, authors, and types of books that interest each student. In the bag of shoes, pull out the much too large shoes. *"These are just like a book that is either too hard to read or that we don't understand. The shoes don't fit and neither does the book."*

Have a couple students remove a shoe and try to trade. Include yours.

"This is just like books! Books that are a good fit for one student may not be a good fit for another." "We want to choose books for our book box that we can enjoy and/or get information from."

"If _____ has on her own gym shoes and is in the gym, she has a good-fit pair of shoes; they are a good-fit pair of shoes for her because they are the correct shoes for her purpose, her interest, and are not too big or too small—they fit. She can be very successful in gym wearing shoes that are a good fit. If she has a book that is a good fit for her, she will be very successful reading that book. _____'s gym shoes also are the correct shoes for _____'s purpose and interest, but they are way too big for her. She will not be successful in gym wearing those shoes because they are not a good fit. Likewise if she is reading _____'s book that may be too hard, it is not a good fit and she will not be successful, not to mention it is just not fun." Remember to highlight the value of each of us reading books good for us - it is not important that we all read at the same level.

Explain there are two more ways to know if a book is a good fit; comprehension and know most of the words. Model using a picture book, a good fit chapter book and a finance magazine or medical journal. Go through each of the books, modeling the I-PICK strategy.

With children reading words introduce -

I PICK

I choose a book

Purpose—Why do I want to read it?

Interest-Does it interest me?

Comprehend—Am I understanding what I am reading?

Know—I know most of the words.

(Posters & Bookmarks in Back of Binder)

Also use this time as an opportunity to ask, "Is it okay if we all have different size fit? Is it okay if we all choose different books to read?". "Can we all have different size feet and different books?"

Focus Lesson

Create chart for where to sit in room during Read to Someone.

"Boys and girls each day while you have been practicing and building our stamina, I have been picking your partners for you and placing you around the room. You have experienced many good places to sit in our room. Today I will again pick your partners, but you and your partner will select a good place to read using what you know about good places for working."

We select the partners a few at a time. They get their book boxes. The partners will:

- Decide how they will do Read to Someone;
- Move to a place in the room where they know they can be successful;
- Pick their books.

After everyone has found a place to work, we build stamina by adding another minute or two to yesterday's time. Practice Read to Self and Read to Someone several times today and fill in the Stamina Chart each time.

Focus Lesson

Something to Write About

"Boys and girls, when I want to write, I have to have something to write about - sometimes it is not easy to think of something to write about. I can always use my "Things to Write About" sheet to find an idea."

Closure, sharing, and review of the lessons of the day.

Day 9

Review of Choosing Good Fit books.

Continue Read to Self and Read to Someone - Add to Stamina Chart

Review Work on Writing - Add a Tool

Focus Lesson

Steps of Writing

"When I am getting ready to write, I like to sit with my eyes closed and think about and picture in my mind what I will write. This allows me to take time to think out my writing. Then you can share what you will be writing about with a partner. The next step is to draw what you saw in your mind. Label the items in your picture and then you can write one sentence about each label. Boy, that sure helps me to be a good writer."

Model using the light bulb Idea Sheet in Binder

Practice

Model and practice "Coaching or Time."

"How many of you play a sport like soccer, baseball, basketball, or any others? Which person helps you know what to do while you are playing?"

"Yes, a coach is a person who can give you help when you need it, tells you 'you can do it,' and gives you support. Today we are going to learn a bit about being a reading coach. Put

your thumb up if you have ever been reading with a partner and come to a word you didn't know."

"Has the other person ever just said the word for you, even though you were trying to figure it out on your own?"

"How many of you wish that your partner would give you a chance to try to figure it out on your own using your strategies?"

"Have you ever wanted your partner to help you because you were really stuck on the word?"

"The trick is to know when someone wants help or wants to do it alone. Think about when you are playing a sport such as baseball. There are times when the coach will come up behind you and really help you, showing you how to hold the bat and swing at the ball. Other times, the coach may just encourage you, not stepping in to help you at all. It is very similar in reading. At times when you can't remember what you read or get stuck on a word, you want someone to give you ideas and suggestions, just like the batting coach. There are other times when you want to try it on your own. Good reading coaches don't just step in and tell their partners the words right away. That doesn't help them become better readers!"

"Here is what it looks like to be a good reading coach."

Begin a new chart with "Reading Coach" on the top.

"When your partner comes to a word he or she doesn't know, or he or she can't remember or understand what the story was about, you are going to count to three silently to yourself."

On the chart write: "Silently count to three."

"After you silently count to three, ask your partner, 'Do you want coaching or time?'"

On the chart write: "Ask, coaching or time?"

"If your partner says, 'Time,' you must sit patiently and wait. If your partner says, 'Coaching,' you will take out your coaching sheet and decide which strategy would be best to suggest."

Add to the chart: "Use coaching sheet."

"Let's practice. _____ would you like to model?"

Take the coaching sheet and ask _____ to get a book from his book box and read until he comes to a word he doesn't know or pretends not to know. Go through the coaching steps.

"Oh, _____ is stuck on a word. I'll count silently to three to give him some time to figure it out."

"_____, would you like time or coaching?" (_____ says, "Time.")

"Ah, _____ wants time to figure this word out, so I am going to sit patiently and look at the word and think about what coaching strategy will work best if he changes his mind."

Model

We now ask _____ if he will read a bit more, this time coming to a word he doesn't know and asking for coaching.

"Hmmm, _____ is stuck on this word. I remember that I am supposed to count to three to give him time to figure it out."

Model silently, putting up three fingers.

"Would you like time or coaching?"

"Your friend says, "coaching"."

Take out the coaching sheet and model looking over the sheet and picking a strategy that might help him.

"_____ have you tried "Jump over, read on, come back and reread?"

"Ok, how about, "Look for small parts?"

We point out to the class that we do not tell the word; instead we give ideas of which strategy might help figure it out. Each of the strategies is taught individually and added to the coaching sheet when it works for you and the children.

Closure, sharing, and review of the lessons of the day.

Day 10

Review of Choosing Good Fit books

Review Work-on-Writing I-chart.

Check Stamina on Charts and Discuss Progress

Address and Assess Independence

Review 3 Ways to Read and 3 Ways to Write

Continue with Read to Self, Read to Someone and Work on Writing

10 Steps to Building Muscle Memory

1. Identify what is to be taught.
2. Set a purpose and a sense of urgency.
3. Brainstorm behaviors desired using an I-chart.
4. Model most-desirable behaviors.
5. Incorrect model—least-desirable behaviors, then model most-desirable behaviors.
6. Everyone practice and build stamina.
7. Teacher stays out of the way.
8. Quiet signal—Come back to group.
9. Group check-in—"How did you do?"
10. Repeat 1 through 9.

Continue building stamina and developing independence.

Closure, sharing, and review of the lessons of the day.

Day 11

One-on-One Assessing

When students reach stamina level on Read-to-Self of 7 to 15 minutes we start individual assessments.

1. Assess one student at a time by talking with the student and listening to them read.
2. Utilize the Reading Survey (Second Grade and Up - Back of Binder)
3. Discuss with student what he or she knows about him/herself as a reader as well as what you know and have learned about him/her as a reader.

Continue building stamina and developing independence.

Focus Lesson

Review Tools for Writing

Closure, sharing, and review of the lessons of the day.

Day 12

Focus Lesson

Continue building stamina and developing independence with the 3 tasks.

Begin Work on Words

"Today we are going to learn the procedures for how to use our word work materials. We are going to learn how to set them up, how to use them, and how to clean them up. It is important to work with words that allow us to become writers and because we care about our writing and the people who will read it. Spending time practicing words helps us become not only better spellers and writers, but also better readers. Do you know what else? It is fun!"

"Let's begin by writing down a list of some of the materials we can use to practice Working on Words."

- Whiteboards

- Magnetic letters
- Wikki Stix
- Clay
- Letter stamps
- Colored markers
- Making Words Activity
- Etch-A-Sketch
- Magna Doodle
- Rainbow Crayons

"Now let's make an I-chart with our ideas about ways to set up the materials and how to explore and use them." Having word activities in bins, bags or on cookie trays helps to keep each activity separate and allows students to transport materials to other locations.

Children come up with ideas. Be sure to include the following:

- One person takes out the materials of his or her choice and sets them up in a quiet location.
- Get started quickly.
- Stay in one spot except to get and return the materials.
- Work the whole time.
- Work quietly.
- Work on stamina.
- Try your best.

Model - Show where materials are located and how to decide on an activity.

"Who would like to model setting up the materials using the ideas we came up with on our I-chart?"

Choose one student per set of materials to model.

"Now who would like to model this incorrectly?"

Model both ways.

Place children around the room near the materials. Children practice for three to five minutes. Signal students to gather and check in.

"We have had one practice time. Don't worry - we will have lots of time this week and all year long to work with these materials. Right now we need to spend some time talking about a very important part of our Word Work time: cleanup!"

"You are learning the correct ways to get the materials out independently. You are also learning how to work independently, so they are ready for the next person."

"Let's add a section for 'Word Work—Material Cleanup' at the bottom of our chart. Does anyone have any ideas of how students in our room who are independent will clean up the materials?"

- Everyone using materials helps put those materials away.
- Materials go back in the original tub or bag or on a tray.
- Return materials to the same spot.
- Leave the materials neat.
- Clean quietly.
- Get started on your new task quickly.

*"Okay, who would like to model how to put the materials away for us?
Again, model the wrong way and then the right way.*

Building stamina—3 to 7 minute practice. Teacher stays out of the way of children's practice. No eye contact or managing by proximity at this time. Teacher may practice sitting at guided reading or assessment spot.

Signal and check-in.

Continue building stamina and developing independence with other tasks.

Closure, sharing, and review of the lessons of the day.

Day 13

Review of Charts

Any other Lessons as Needed

Continue building stamina and developing independence with other tasks.

Closure, sharing, and review of the lessons of the day.

Day 14

Review of Charts

Any other Lessons as Needed

Continue building stamina and developing independence with other tasks.

Closure, sharing, and review of the lessons of the day.

Day 15

Review of Charts
Any other Lessons as Needed

Continue building stamina and developing independence with other tasks.

Closure, sharing, and review of the lessons of the day.

Day 16

Review of Charts
Any other Lessons as Needed

Continue building stamina and developing independence with other tasks.

Closure, sharing, and review of the lessons of the day.

Listen to Reading

"Today we will add our last Daily Five by learning how to be independent with Listen to Reading. Let's begin by talking about why we would listen to reading."

Discuss

"Boys and girls, we listen to reading often each day. Turn to your elbow buddy and talk to them about the times during the day that you might listen to reading."

"Today we are going to add another type of listening to reading to the Daily Five. We are going to add listening to a book on tape, with a CD player or on the computer."

"In our classroom we have _____ with headphones, along with a basket of books. You can choose these as one of the ways to listen to books in school. Let me show you how to set up the _____ and follow along with the book."

Demonstrate

"It's time to make our I-chart for Listen to Reading. Let's brainstorm together the behaviors that someone who chooses to listen to reading would need to have to be independent."

- Get out materials.
- Listen to the whole story.
- May listen to another story if time.
- Follow along with pictures and or words.

- Stay in one spot.
- Listen quietly.
- Get started quickly.
- Put materials away neatly.

"Just like we have done before, let's see if there is someone who can model the right way."

"Now that we've seen Listen to Reading modeled the right way, who would like to model the wrong way?" Then the right way to reinforce learning.

Building stamina - A few students practice Listen to Reading. Teacher stays out of the way of children's reading. No eye contact or managing by proximity at this time. Teacher may practice sitting at guided reading or assessment spot. Because this is engaging, students will have much more stamina to stick with this task right from the start. Other students are working on other Daily Five choices.

Signal and check in.

Model again if time allows.

If time, let a group of students choose to do Listen to Reading each rotation.

Signal and check in. How did it go?; Review I-chart for Listen to Reading

Review other I-charts if necessary.

Continue to build stamina to meet classroom goals

Closure, sharing, and review of the lessons of the day

Day 17

Time for Full Choice

Tell the children how much you are impressed with their independence. Remind them that you are sure that they can make good choices just like they have outlined on the anchor charts and have been practicing. Make it sound like having choices is the VERY best thing ever. Now they will have 5 choices while you are working with children. Ask children to close their eyes and think about the Daily 5 choice that they would pick first, talk about the idea that there may not be a "Working with Words" or "Listen to Reading" choice

when they want it. Ask what they will do? With our youngest children you might assign the choice at the beginning. Talking about and teaching about Choice will build the foundation of setting them free.

Start the transition from teaching Read to Self and Read to Someone behaviors to teaching reading lesson.

Review any chart needed
Continue building stamina and developing independence.

Closure, sharing, and review of the lessons of the day.

Day 18

Continue the transition from teaching Read to Self and Read to Someone behaviors to teaching reading lesson.

Review any chart needed
Continue building stamina for any task not at the goal.
Closure, sharing, and review of the lessons of the day.

Day 19

Continue the transition from teaching Read to Self and Read to Someone behaviors to teaching reading lesson.

Review any chart needed
Continue building stamina for any task not at the goal.
Closure, sharing, and review of the lessons of the day.

If things are not running smoothly or beginning to run smoothly ask yourself these questions:

Did I use all the steps for gaining "Muscle Memory"?
Did I allow enough time for learning based on my class of students?

Am I staying out of the way and allowing them to learn independence?
Do I go back and review that which is not working?
Who in my building can I talk to for support?

*****If further assistance is needed contact Antionette or Donna

Day 20

Go Back or Move Forward

Day 21

Go Back or Move Forward

Integrate the Daily Five into other Small Group Activities. Students have a choice over which Daily to do first, second, third, fourth, and fifth. In the gathering place, do Status of the Class. Be sure to check how many are doing "Read to Someone." If there is an odd number see if someone will switch.

Round #1

"Would each of you close your eyes again and make a picture in your mind, seeing yourself independently doing your choice? Okay, here we go. If you are doing Listen to Reading, get up, get your supplies, find a place in the room where you can listen to reading independently, and get started."

"Now, those who are reading to yourselves go get your book boxes, find a place in the room where you can work independently, and get started."

"Next, Word-Work group, please get your materials, set up, and get started working independently."

"Finally, those reading to someone, find a partner and your book boxes, get set up, and get started. "

"If you are reading to someone, please remember to check the area around you for friends who are reading to themselves or working on writing before you set up. You will want to respect their learning by not sitting too close to them"

Round #2

Children are reading, writing, partner reading, doing word work, and/or listening to reading, continuing to build stamina and develop independence.

Teach reading lesson. Continue to teach children how to check in. This session children choose a different task from their previous sessions.

Round #3

Children are reading, writing, partner reading, doing Word Work, and/or listening to reading, continuing to build stamina and develop independence.

Round #4

Children are reading, writing, partner reading, doing Word Work, and/or listening to reading, continuing to build stamina and develop independence.

Closure, sharing, and review of the lessons of the day.

At this time all of the Daily Five have been introduced, practiced and refined. Stamina may continue to be built if needed. The structure is set up for the remainder of the year.

If things are not running smoothly or beginning to run smoothly ask yourself these questions:

Did I use all the steps for gaining "Muscle Memory"?

Did I allow enough time for learning based on my class of students?

Am I staying out of the way and allowing them to learn independence?

Do I go back and review that which is not working?

Do I give choices?

Who in my building can I talk to for support?

*****If further assistance is needed contact Antionette or Donna