

**COURSE RECAP**

# Three Resources to Successfully Launch Daily 5

AUGUST 14, 2019 // 8:00PM EDT

Led by  
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*Coaching Series*

LIVE  
MONTHLY  
MEMBER BENEFIT

# Thanks for being a part of this session!

THIS MONTH WAS ABOUT



Three Resources to  
Successfully Launch  
Daily 5

## Let's go over what we learned.



# Purpose

A strong foundation is imperative for constructing a year of engaged, authentic learning. These resources will help you build just that—a classroom filled with joy, independence, and growth that lasts all year long.

# Resource 1

## The launching brief as a tool for launching the Daily 5 tasks

Launching briefs are available for each Daily 5 and Math Daily 3 task.

The launch consists of two phases:

1. Foundation lessons—Lessons that need to be taught before a task is introduced
2. Launch—The 10 Steps to Teaching and Learning Independence



### Helpful hint:

Print each launching brief to use as a guide when creating I-charts and launching each task.

# READ TO SELF

## Launching Brief

### PHASE 1: FOUNDATION LESSONS

Teach these lessons before launching **Read to Self**:

- Three ways to read a book
- Reading materials
- I PICK good-fit books

### PHASE 2: LAUNCH

Use the 10 Steps to Teaching and Learning Independence to launch **Read to Self**:

- 1 | Identify what is to be taught: **Read to Self**
- 2 | Set a purpose: Create a sense of urgency
  - Best way to become a better reader
  - It is fun
- 3 | Identify the behaviors of **Read to Self** on I-chart
- 4 | Model most-desirable behaviors
- 5 | Model least-desirable, then most-desirable behaviors (same student)
- 6 | Students check in with **Read to Self**; teacher places students around the room
- 7 | Practice and build stamina
- 8 | Stay out of the way; when necessary, confer and set behavior goals
- 9 | Use a quiet signal—come back to group
- 10 | Group check-in: “How did it go?” Graph stamina.

**SAMPLE I-CHART**

STUDENTS	TEACHER
<p style="text-align: center;"><b>Read to Self</b> <i>Independent</i></p> <p><i>It's fun</i></p> <ul style="list-style-type: none"> <li>Read the whole time</li> <li>Stay in one spot</li> <li>Read quietly</li> <li>Get started right away</li> <li>Ignore distractions</li> <li>Work on reading stamina</li> <li>Persevere</li> </ul>	<p><i>Best way to become a better reader</i></p> <ul style="list-style-type: none"> <li>Work with students</li> </ul>

### WHAT'S NEXT?

- Repeat Phase 2 (Steps 3–10) three or four different times throughout the first day of launching. This will help build and secure reading stamina more rapidly
- With remainder of time in literacy block, begin teaching the foundation lessons of **Work on Writing**.



# WORK ON WRITING

## Launching Brief

### PHASE 1: FOUNDATION LESSONS

Teach these lessons before launching **Work on Writing**:

- Underline words you don't know how to spell, and move on
- Set up writing notebook
- Choose what to write about

### PHASE 2: LAUNCH

Use the 10 Steps to Teaching and Learning Independence to launch **Work on Writing**:

- 1 | Identify what is to be taught: **Work on Writing**
- 2 | Set a purpose: Create a sense of urgency
  - Best way to become a better writer and reader
  - It is fun
- 3 | Identify the behaviors of **Work on Writing** on I-chart.
- 4 | Model most-desirable behaviors
- 5 | Model least-desirable, then most-desirable behaviors (same student)
- 6 | Students check in with **Work on Writing**; teacher places students around the room
- 7 | Practice and build stamina
- 8 | Stay out of the way; when necessary, confer and set behavior goals
- 9 | Use a quiet signal—come back to group
- 10 | Group check-in: “How did it go?” Graph stamina.

SAMPLE I-CHART	
<b>Work on Writing</b> <i>Independent</i>	
STUDENTS	TEACHER
Write the whole time Stay in one spot Write quietly Get started right away Ignore distractions Work on writing stamina Persevere	Work with students

*It's fun*

*Best way to become a better reader + writer*

### WHAT'S NEXT?

- Continue building reading and writing stamina until writing reaches secure number of minutes.
- Begin teaching the foundation lessons of **Read to Someone**.

## Resource 2

### Making progress visible through graphing stamina

Session length depends on the stamina of the class.

Length of Session (Goal)			
PreK/K	1-2	3-5	6+
10-20	15-30	20-40	30+



#### Helpful hint:

Stamina building is different for every class. Celebrate success, use less successful sessions as a chance to learn and grow, and give it time.

# STAMINA

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# Resource 3

## Keeping track of student choices



### Helpful hints for a quick check-in:

1. Start the check-in process on the first or second day when the only option is Read to Self. This begins to train students' muscle memory for how quickly it should go.
2. Regardless of which child you start with on your class list, follow the same order when calling out student names. Students quickly learn who is before them and are ready before you even call their name.
3. If a student is unsure, tell them you will come back to them after you have finished the list.

# Daily 5 Check-in

**R** = Read to Self **W** = Work on Writing **RS** = Read to Someone **WW** = Word Work **L** = Listen to Reading

NAME												

# Daily 5 Check-in

NAME	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY					
	Read to Self	Work on Writing	Read to Someone	Word Work	Listen to Reading	Read to Self	Work on Writing	Read to Someone	Word Work	Listen to Reading	Read to Self	Work on Writing	Read to Someone	Word Work	Listen to Reading	Read to Self	Work on Writing	Read to Someone	Word Work	Listen to Reading	Read to Self	Work on Writing	Read to Someone	Word Work	Listen to Reading	

Bonus

Putting it all together using  
Launching Daily 5 and CAFE: The First Days

DOWNLOAD

Share your classroom!



We would love to celebrate your success as you start the school year! Share pictures of your classroom, I-charts, stamina charts, or students engaged during the literacy block.

Tag us on Facebook and Twitter @thedailycafe or on Instagram @the\_daily\_cafe or use the hashtag:

**#TDCcoachingseries**

JOIN US IN SEPTEMBER!

Coaching Series  
SEPTEMBER 2019

How do you know  
what *they* need?