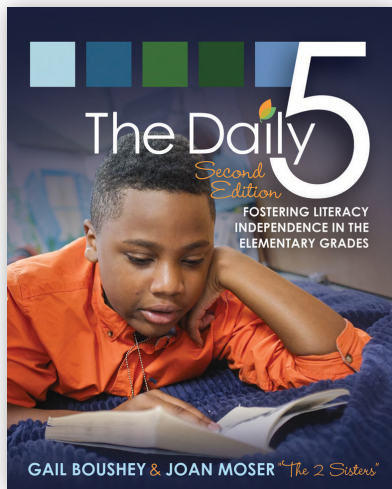


The Daily 5

SECOND EDITION

Study Guide



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Summary

The Daily 5, second edition, retains the core literacy components that made the first edition one of the most widely read books in education and enhances these practices based on years of further experience in classrooms and compelling new brain research. The Daily 5 system provides a way for any teacher to structure literacy (and now math) time to increase student independence and allow for individualized attention in small groups and one-on-one.

Teachers and schools implementing the Daily 5 will

- spend less time on classroom management and more time teaching;
- help students develop independence, stamina, and accountability;
- provide students with abundant time for practicing reading, writing, and math;
- increase the time teachers spend with students one-on-one and in small groups; and
- improve schoolwide achievement and success in literacy and math.

The Daily 5, second edition, gives teachers everything they need to launch and sustain the Daily 5, including materials and setup, model behaviors, detailed lesson plans, specific tips for implementing each component, and solutions to common challenges. By following this simple and proven structure, teachers can move from a harried classroom toward one that hums with productive and engaged learners.

Chapter 1

Discussion and Sharing

- How confident are you in your ability to manage your literacy block?
- What opportunities do your students have to choose?
- Describe your literacy instruction. How long are your lessons, and how much time are students engaged in authentic reading and writing?

Reading Excerpt

- Read “In the Beginning” on pages 4–5. Reflect on the dynamics of this classroom and how they relate to a previous or current class of yours.
- Use Figure 1.1 and reflect on your practice of classroom management.
- How do you currently keep students engaged so you are able to confer with students and meet with small groups?

Quotes Worth Discussing

- *The typical teacher has children doing a lot of “stuff.” How is what I am having children do creating readers and writers? —Regie Routman (p. 1)*
- *We were no longer satisfied with drawing a clear line between our literacy curriculum and our management routines. Instead, we wanted to work within our classroom communities to create environments where reading, writing, and self-monitoring were closely tied together for each child. (p. 8)*
- *Daily 5 . . . helps students build stamina, develop independence, and make successful choices. (p. 20)*

Putting Ideas Into Practice

- What is your purpose for reading *The Daily 5*, second edition?
- The learning line in Figure 1.2 (p. 11) represents the authors’ progression of literacy block management. What would this learning line look like for you?
- How much time do you currently have for literacy instruction? What is your literacy block schedule?
- What is one idea you will continue to think about after today?

Chapter 2

Discussion and Sharing

- What beliefs influence your teaching and learning goals?
- Purpose + Choice = Motivation (p. 25). What is it about choice that benefits students? How does giving students choice increase engagement and independence?
- Reflect on your classroom expectations. Are they clear to students? How do you currently communicate expectations? Which behaviors do you explicitly teach?

Reading Excerpt

- Read about the 80/20 concept on pages 30–31. What implications does this have for the scheduling of your literacy block?
- Pages 32–33 explain the importance of transition time and body breaks. Why are these essential?

Quotes Worth Discussing

- *Respected adults engage in respect-full interactions in which respectful students can bloom.*
—Marie-Nathalie Beaudoin (p. 21)
- *Meaningful learning requires respect and trust between the teacher and students. Taking time to build trust and demonstrate respect is the foundation upon which all other elements of learning are built. Each child is worthy of trust and respect.* (p. 22)
- *A sense of community empowers students to hold others accountable for behaviors, learning, respect, and kindness.* (p. 24)
- *Twenty percent of our time should be spent teaching our children based on their immediate needs, as guided by individual assessments. Eighty percent of students' time must be spent on practicing the skills and concepts introduced during their instruction, using books and writing they choose.* (p. 30)

Putting Ideas Into Practice

- Chapter 2 is all about the core beliefs that serve as the foundation of Daily 5. Revisit the beliefs important to you from the sharing section above. How do they coincide with the core beliefs of Daily 5?
- List five ways in which you currently build a classroom community of trust and respect. Now generate a list of three additional ways you can enhance this essential foundation. Commit to applying one or more of these ideas.
- Set up a camera to record your students while you are teaching a lesson. At the end of the day, watch the recording, with the volume *off*, and focus on student engagement. Note the time in the lesson when your students exhibit “goodbye behavior.” Adjust your lesson time to be brain compatible in length.

Chapter 3

Discussion and Sharing

- How do you currently use the gradual release of responsibility in your instruction?
- What is your stamina goal for the children you teach?
- Not all behaviors that appear off-task actually are. How do you determine a barometer behavior from a reset and refocus?

Reading Excerpt

- Read page 36. The brain receives input through three different external memory systems: visual, auditory, and kinesthetic. How do the 10 Steps to Independence use the different external memory systems to ensure success for all students?
- Pages 38–39 introduce a major shift in creating I-charts. We no longer brainstorm behaviors. Instead, we record them with a brief explanation. What is the reasoning behind this change from the first edition?

Quotes Worth Discussing

- *When we follow these routines day after day, our students can use their energy to grow as readers and learners rather than to figure out what we expect them to do. And we, in turn, can focus our energy on teaching, not managing, our independent readers.*
—Kathy Collins (p. 35)
- *Memory stored in the kinesthetic system evokes the longest-lasting memory. To activate this system, teachers can provide kinesthetic learning experiences so children hear and feel the behaviors expected of them. Over time, this movement is stored in muscle memory and becomes part of students' default behaviors. (p. 36)*
- *The most important thing to remember is to tailor all decisions to the particular class you have in front of you; base your decisions on your students' individual needs, amount of stamina, and ability to focus. (p. 52)*

Putting Ideas Into Practice

- Step 2 of the 10 Steps to Teaching and Learning (establishing a sense of urgency) is essential in motivating children to persevere with a given task. Think of the five tasks of Daily 5. What will motivate your children to keep going? What will be their driving force (sense of urgency) for each task? What gives you a sense of urgency to implement Daily 5?
- Find or create space in your classroom to display your I-charts year-round. Also, print off a stamina chart to use for graphing stamina, and post it near your gathering area.
- Since the second edition of *Daily 5* was published, we've made a minor change to step 8. We now stay out of the way, and when necessary we confer and set behavior goals. Read more about this change on The Daily CAFE website:
<https://www.thedailycafe.com/content/staying-out-way-refining-step-8>.

Chapter 4

Discussion and Sharing

- How do your students currently transition from one task to the next? What does it look like and sound like when they move about the room?
- What thought process went into your current classroom design? What changes do you want to make, if any, and why?
- What student work spaces are available to the students in your classroom?

Reading Excerpt

- Pages 56–57 share the concept of “Tools, Not Toys.” What tools will you have available to support students in your classroom?
- Our ultimate goal is to have 1,000 books in each classroom library (p. 58). Approximately how many books do you have in your classroom library? What strategies (either from this chapter or on your own) will you use to increase the size of your library?

Quotes Worth Discussing

- *Because believing that the dots will connect down the road will give you the confidence to follow your heart even when it leads you off the well-worn path. —Steve Jobs (p. 53)*
- *When creating a culture for learning and independence, two essential components must be in place—a gathering place and focus lessons. (p. 59)*
- *Supporting children to make choices about where in the room they sit not only helps support stamina but also builds the culture of choice as well. Helping students focus on the importance of this small decision sends the message that they can be trusted to make decisions and choices on their own in this classroom. (p. 64)*

Putting Ideas Into Practice

- Page 54 introduces Michael Grinder’s “Above, Pause, Whisper.” Envision how this would work in your classroom. Make an effort to use this strategy with your students.
- This chapter explains key materials, routines, and concepts introduced to children in the first days of school that are crucial to the success of Daily 5. After reading the chapter, reflect on the following questions and create a plan:
 - Do you have a gathering place for the whole class to come together?
 - What will you use for book boxes, and where will you store them?
 - Do you have space on your wall to hang your anchor charts as they are created?
 - What will you use as a signal to call students back to the gathering place?
 - How are your books arranged? Are they organized and easily accessible for students?

Chapter 5

Discussion and Sharing

- Currently, what instruction takes place on your first day of school?
- How do you welcome parents and students to your classroom at the beginning of the year?
- What challenges do you and your students typically face during independent work time?
- How do students choose the books they read? What is the process they use?

Reading Excerpt

- One of the first lessons taught in preparing a classroom for Daily 5 is the Three Ways to Read a Book. What will this lesson look like in your classroom? What text(s) will you use to teach and review the Three Ways to Read a Book?
- Pages 71–72 are about foundation lessons. These are lessons that must be taught in order for students to be successful with the task with which they are building stamina. What other foundation lessons, if any, do you foresee needing to teach before the launch of Read to Self?
- Read pages 73–81. What is the benefit to using I PICK when teaching children how to choose books?

Quotes Worth Discussing

- *Just adding more time and space for independent reading is not enough. I'm advocating a carefully designed, structured reading program that includes demonstrating, teaching, guiding, monitoring, evaluating, and goal setting along with voluntary reading of books students choose . . . When an independent reading component is added, test scores go up. —Regie Routman (p. 65)*
- *Teaching children how to read on their own for extended periods of time each day creates the self-winding learner that we want in the center of our comprehensive literacy program. (p. 66)*
- *Children who learn to select good-fit books are empowered to make excellent reading choices whether they are at school, at home, at the store, or in the public library. (p. 77)*
- *We want our students to know that we expect them to use explicit and rich words that are above their spelling level and that it's okay not to have everything spelled perfectly in our nonpublished writing. It is more important to maintain our writing flow and not to lose our thoughts. (p. 81)*

Putting Ideas Into Practice

- It's your turn! Print out the Read-to-Self launching brief (p. 160) and visit www.thedailycafe.com to watch some of the many Read-to-Self videos. What questions do you have? Start the launch of Read to Self in your classroom. Then, collaborate with another teacher who uses Daily 5 (if you are launching solo, use the discussion board on The Daily CAFE website). What worked well? What will you do differently tomorrow?

Chapter 6

Discussion and Sharing

- The Daily 5 tasks are focused around the authentic practice of reading and writing. How do you currently provide authentic practice for students during your literacy block?
- Where in the classroom do students work during the literacy block? Do they have an opportunity to choose? Describe student work space in your classroom.
- What devices do you have available for Listen to Reading?
- How do you currently teach students to Read to Someone? What works well? What is missing?

Reading Excerpt

- Page 92 introduces how we teach students to sit during partner work (EEKK). What strategy will you use when teaching your students to work side by side?
- Page 96 provides suggestions for determining who goes first during Read to Someone. Which of these ideas (if any) will you try? What other ideas might you add to this list?
- Read pages 118–132. How do you plan to introduce the CAFE Menu to your students? Based on your students' needs and your required standards, what strategies will you introduce first?

Quotes Worth Discussing

- *Michael Grinder (1995) has helped us understand that the loudest voice in the room is the one that regulates the noise level. Therefore, we intentionally model a very soft voice when we show children how to read to someone. (p. 93)*
- *Encourage students to think about the materials as they use them in order to determine which materials actually help them to remember the words they are practicing. (p. 102)*

Putting Ideas Into Practice

- Students benefit from having a physical reminder to Check for Understanding. Chapter 6 mentions a wooden checkmark, but there are many other tools students can use. What will you provide students to help them remember to Check for Understanding?
- Look closely at the foundation lessons for each task. What foundation lessons might you add? Are there any you would remove or change? Create a plan for introducing each task, beginning with the foundation lessons.

Chapter 7

Discussion and Sharing

- If you haven't yet introduced choice to your students, what needs to happen for you to apply this foundational element in your own room? If you have introduced choice, reflect on the effect it has had on student engagement and motivation.
- How are the five tasks, the way they are introduced using the 10 Steps to Teaching and Learning Independence, and choice different from your current system? How are they similar?

Reading Excerpt

- Pages 110–113 focus on choice and check-in. What was clarified for you? What questions do you have?
- Page 114 shares ideas for releasing students into Daily 5. Which option will you begin with? Why?
- After reading Chapter 7, what do you notice? What do you wonder?

Quotes Worth Discussing

- *It is all about this group of students. What are they capable of and what do they need most right now? (p. 106)*
- *[W]e believe that children become more engaged, motivated, and successful when they have choice, not only over what they read and write but also over the order in which they participate in those activities. (p. 110)*
- *This, we believe, is at the heart of choice: knowing the expectations, possessing the skills to meet them, being trusted to carry them out, and taking the responsibility to do so. (p. 111)*

Putting Ideas Into Practice

- Chapter 7 includes ideas for the type of writing that might be included in Work on Writing. Use the search function at www.TheDailyCAFE.com to find more suggestions for teaching the types of writing to use and what to write about.
- We recommend introducing Read to Self first, followed by Work on Writing. The other three tasks are introduced in the order that works best for you and your students. In what order do you plan to introduce the five tasks? Looking at the foundation lessons for each task, are there any you will add or remove?
- Word Work is not about the materials or the activity, but about the manipulation of letters and words. What Word Work activities will be available for your students? What are your expectations for getting out materials and putting them away? What words will your students work with? (Some examples are spelling words, high-frequency words, names, and so on.) Visit www.thedailycafe.com to view videos on ideas for Word Work.

Chapter 8

Discussion and Sharing

- Math Daily 3 was developed as a result of the success of Daily 5. While teachers were working with small groups and conferring with students, they were struggling with how to provide productive, meaningful work for the rest of the class. Reflect on your math block. What does it look like? Do you teach small groups or individually confer with your students? What are the rest of your students working on?
- Is there an opportunity for student choice in your math block? What will it look like?
- Where will you find math games to reinforce the concepts you teach?

Reading Excerpt

- Page 122 revisits the “spray and pray” method of instruction talked about in Chapter 2. Does this describe your experience teaching math? How does Math Daily 3 address this?
- The necessary components of the whole-group lesson for each day are broken into three manageable chunks to be taught between rounds of Math Daily 3 (pages 126–129). How can a math lesson (covering one concept) be broken into three chunks? What are the three chunks of a Math Daily 3 whole-group lesson? Why is each an essential piece of the whole picture?
- After reading Chapter 8, what do you notice? What do you wonder?

Quotes Worth Discussing

- *Math Daily 3 is not about providing specific math content. It is about providing tasks and activities that engage students in the mathematics they are expected to learn. (p. 123)*
- *Since our students now work independently on activities that allow for the practice of current math concepts and review of past concepts, we are able to work closely with children individually and in small groups consistently each day. (p. 140)*

Putting Ideas Into Practice

- Page 124 gives an example of the Math Daily 3 structure. The beauty of Math Daily 3 is that it fits with any math curriculum and daily schedule. Think about the time you have allotted for your math block. Write a possible schedule you could use. Be sure to include brain-compatible focus lessons and student choice of work sessions that give you time to meet with small groups and confer.
- Consider options for storing and disbursing math tools. Considering your classroom environment, your resources, and the students you teach, how will you organize math tools for effective access and usage?

Chapter 9

Discussion and Sharing

- How do you currently handle off-task or disruptive behaviors in your classroom?
- What are the benefits of trusting our students and our teaching?

Reading Excerpt

- After reading the Levels of Support for Barometer Children (pp. 142–150), reflect on the ideas mentioned. Which of these have you tried before and which are new to you? What other ideas do you have for handling a barometer behaviors? Share ideas with those in your study group.
 - *Note: We no longer use the term barometer children and instead use the term barometer behaviors. The children are not barometers; their behaviors act as barometers.*
- Read “New Students to the Class,” pages 154–155. Almost every teacher has experienced having a new student join the class during the year. What ideas do you have for helping new students make a seamless transition to Daily 5?

Quotes Worth Discussing

- *[C]hildren will rise to the expectations we set for them. (p. 142)*
- *Just as we are explicit in letting our students in on what they are going to be learning and why, we are excited to include their families because we know that the more they understand what their children are doing during the day at school, the more they will be able to support them at home. (p. 155)*
- *Change comes slowly, and it is through your tireless work with children and willingness to treat each student and each class as the remarkable individuals they are that we are all slowly but surely making a huge impact on education. (p. 158)*

Putting Ideas Into Practice

- The more parents understand what their children are doing during the school day, the more they will be able to support them at home. Read the sample letter on pp. 156–157. Take time to write one of your own, introducing parents to the Daily 5 and Math Daily 3 structures. Include suggestions for how they can provide support from home.
- Read through the sample lesson plans for launching Daily 5 and CAFE (Appendix I). Start to plan the launch in your setting with your students.