

Daily 5 Book Study

Chapter 1 – *Introduction*

- The beginning of chapter one describes two different classrooms scenes. One scene depicted Gail and Joan’s classrooms prior to Daily Five and the other was their room after Daily Five was in place. Think about your classroom, a classroom you work in, or a classroom you have observed, what do you notice?
- Look at Figure 1-1 (p.8-9). Where does your class and teaching style currently fit? Where would you like for it to be?
- Looking at your current schedule, how much time is given to your students to engage in the task of reading (not instructional time, but true reading)? Are you satisfied with the amount of time your students have to read?
- What sets Daily Five apart from other management/ literacy structure models?
- Figure 1-4 (p.14) shows a diagram of the Daily Five literacy block. This varies from classroom to classroom, and has been adapted to meet the needs of beginning and intermediate learners. Often, beginning readers have 3-4 rounds while intermediate have 2-3. Look at your schedule and see how you can make this work for you. How many rounds of Daily Five will fit in your schedule? Remember, focus lessons are brief. In addition, you will need to have time for student sharing. Visit www.thedailycafe.com for sample schedules.

Chapter 2 – *From “MANAGEMENT” to “PRINCIPLED HABITS”: Foundations*

- What beliefs influence the decisions you make in your classroom? Chapter two dives into the core foundations of Daily Five. Do they coincide with your beliefs?
- Reflect on your classroom expectations. Are they clear to students? Do you teach expectations and trust that students will follow them? Daily Five provides students with clear expectations and allows students to truly focus on what is being taught. Aside from your literacy block, what other blocks of your schedule would benefit from explicit instruction of expectations?
- “Daily Five works because we gradually build behaviors that can be sustained over time so children can easily be trusted to manage on their own.” (p.19) Reflect on your teaching/ classroom structure. Do you trust your students? What areas do you need to give more guidance so that you can trust them... ALL of them?
- ***Purpose + Choice = Motivation*** (p.21) Reflect on this statement.
- Establishing a *sense of urgency* is essential in motivating children to persevere with a given task. Think of the five tasks of Daily Five. What will motivate your children to keep going? What will be their driving force (sense of urgency) for each task? What is *YOUR* sense of urgency to implement Daily Five?

Chapter 3 – *What’s the Difference? : Key Materials, Concepts, and Routines*

- 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 Five. Read through the chapter and then reflect on the following questions:
 - 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 carpet?
 - How are your books arranged? Are they labeled and easily accessible for students?
- The book compares the need for different shoe sizes and styles to the need for different levels of books. The website, www.thedailycafe.com, provides a few other ideas. As individuals we are different in interest and ability, and our book selections should be individualized. How will you teach your students to select good-fit books?
- The brain receives input through three different external memory systems: visual, auditory, and kinesthetic. Reviewing the *Ten Steps to Improve Muscle Memory* (p. 37), how do the *Ten Steps* use the different external memory systems to ensure success for all students?

Chapter 4 – *Read to Self*

- One of the first lessons taught in preparing a classroom for Daily Five, 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/review the *Three Ways to Read a Book*?
- Chapter four walks the reader through the introduction of *Read to Self*. Read the chapter and visit www.thedailycafe.com to watch some of the many *Read to Self* videos. What questions do you have? Begin with day one in your classroom. Use your book as a guide if you need to. Then, collaborate with another teacher who uses Daily Five. What worked well? What will you do differently tomorrow?
- The length of a round of Daily Five (after stamina building) depends on grade and your teaching schedule. How long will your rounds be? What is your “goal” for stamina?

Chapter 5 – *Read to Someone and Listen to Reading*

- *Read to Someone* is often a favorite of children, but NOT a favorite of the teacher. Why is this? Do you currently have partner reading in your classroom? What does it look like? After reading the section on *Read to Someone*, what do you notice that is different from the way you currently have students partner read? What is it about the *Read to Someone* process in Daily Five that makes it so successful?
- *Check for Understanding* is a strategy recommended to assist readers in staying focused and alert while their partner is reading. The “listener” holds a checkmark while the “reader” reads. When the “reader” is finished, the “listener” answers *who* and *what* by saying, “I just heard you read...” There are many options for checkmarks (figure 5-3, p. 65 shows a wooden one). What will you use for your students?

- The introduction to *Read to Someone* relies heavily on modeling. The teacher will explicitly teach and model “*I read, you read*”, *how to choose books, choosing your own classroom spot, how to choose a partner, how to decide who goes first, and “coaching or time”*. Read these sections and reflect on your specific group of students. How will you teach and model these ideas? In what order? What will read to someone look like in your room? How many “partners” can there be in a given round? Discuss your thoughts with your colleagues and share ideas.
- What resources do you have in your room for implementing *Listen to Reading*? How many students can choose *Listen to Reading* in a given round? How will you teach and model the correct procedures for *Listen to Reading* so that students are independent? What will they do if they run into a technology problem?

Chapter 6 – *Work on Writing and Word Work*

- *Work on Writing* is a time where students are able to work individually or with a partner on writing of their choice. Creating an anchor chart of ideas will help students to use their time wisely and get started right away. What ideas/ options will be available for students in your room?
- As with all of the Dailies, *Work on Writing* requires explicit instruction and modeling. A few procedures you may need to model include: how to find the next page in the writing journal, what to do if a pencil breaks, how to select a topic, what to do when you come to a word you don’t know (underline it and move on), etc. What are your expectations in these scenarios? Are there other procedures you will need to introduce as well?
- Remember, *Word Work* is not about the materials or the activity, but it is 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 (spelling words, heart words, names, etc.)?
- Visit www.thedailycafe.com to view videos on ideas for word work.

Chapter 7 – *Putting It All Together and Troubleshooting*

- Reflect on the following statement found on page 92, “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 responsibility to do so.”
- Allowing students to “check-in” gives them the chance to verbalize their choice and provides and increased sense of responsibility. When will you introduce choice? How will you introduce it? Take the time now to copy your “check-in” sheets, find a clipboard, and be ready.
- This chapter includes some troubleshooting questions that are frequently asked. Reflect on the core foundations, key materials/ routines/concepts, and the five individual tasks. What questions do you still have? Collaborate with colleagues or visit www.thedailycafe.com to find your answers. If the search engine doesn’t help, use the discussion board to collaborate with teachers from all over!

Appendix –

- Here you will find a day by day chart of how to introduce each daily. Use it as a guide, however only you can truly know your students and what they are ready for. Be careful not to rush! It is essential you build stamina gradually so that it has time to become part of the muscle memory. Visit www.thedailycafe.com and under the Daily Five heading, you will find many downloads, videos, articles, and more that will support you in your journey!