

# Daily 5 Book Study (second edition)

---

## Chapter 1—That Was Then, This Is Now

- The beginning of Chapter 1 describes two different classrooms scenes. One scene depicts Gail and Joan's classrooms before Daily 5, and the other describes their room after Daily 5 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 (pp. 8–9). Where does your class and teaching style fit? Where would you like for it to be?
- Looking at your current schedule. How much time do you give your students to engage in reading (not instructional time, but true reading)? Are you satisfied with the amount of time your students have to read?
- What sets Daily 5 apart from other management and literacy structure models?
- Figure 1.4 (p. 15) shows a diagram of the Daily 5 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 three to four rounds, and intermediate readers have two or three. Look at your schedule and see how you can make this work for you. How many rounds of Daily 5 will fit into your schedule? Remember, focus lessons are brief. In addition, you will need to have time for student sharing. Visit [www.thedailycafe.com](http://www.thedailycafe.com) for sample schedules.

## Chapter 2—Our Core Beliefs

- What beliefs influence the decisions you make in your classroom? Chapter 2 dives into the core foundations of Daily 5. 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 5 provides students with clear expectations and allows them 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 5 works because we gradually build behaviors that can be sustained over time so children can easily be trusted to manage on their own. Reflect on your teaching and classroom structure. Do you trust your students? In which areas do you need to give more guidance so that you can trust them? *All* of them?
- Purpose + Choice = Motivation (p. 25). What is it about choice that benefits students? How does giving students choice increase engagement and independence?
- 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?
- Sometimes people confuse Daily 5 with literacy stations or centers. How would you explain the difference?

### Chapter 3—The 10 Steps to Teaching and Learning Independence

- 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?
- When identifying what is to be taught as we launch each of the Daily 5 choices, we follow a simple pattern, the 10 Steps to Independence. This involves creating an I-chart, which will become an anchor for our learning. We will refer to it, add to it, and keep it posted all year long. Reflect on each of the 10 Steps to Independence. Write one sentence about each one and its purpose.

### Chapter 4—What Do You Need to Begin the Daily 5?

- 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. 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 gathering place?
  - How are your books arranged? Are they labeled and easily accessible for students?

### Chapter 5—Launching Read to Self

- 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?
- Chapter 5 walks the reader through the introduction of Read to Self. Read the chapter and visit [www.thedailycafe.com](http://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 5. What worked well? What will you do differently tomorrow?
- The length of a round of Daily 5 (after stamina building) depends on the grade and your daily schedule. How long will your rounds be? What is your goal for stamina?

### Chapter 6—Foundation Lessons

- Check for Understanding is a strategy recommended to help readers stay focused and alert while their partner is reading. The “listener” holds a check mark while the “reader” reads. When the reader is finished, the listener shares *who* and *what* the passage was about by saying, “I just heard you read . . .” There are many options for check marks (Figure 6.1 shows a wooden one). What will you use with your students?
- The introduction of Read to Someone relies heavily on modeling. The teacher explicitly teaches and models “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.” (p. 96) 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 sets of partners will you allow in a given round? Discuss your thoughts with your colleagues, and share ideas.

## Chapter 7—When to Launch the Next Daily 5

- Read to Someone is often a favorite of children, but *not* a favorite of teachers. Why is this? Do you 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 have students partner read? What is it about the Read to Someone process in Daily 5 that makes it so successful?
- Work on Writing is a time when students are able to work individually or with a partner on writing of their choice. Creating an anchor chart of ideas will help students use their time wisely and get started right away. What ideas and options will be available for students in your room?
- As with all the components of Daily 5, Work on Writing requires explicit instruction and modeling. A few procedures you may need to model are 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, and so on. What are your expectations in these scenarios? Are there other procedures you will need to introduce as well?
- 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.
- Reflect on the following statement found on page 111: "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."
- 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?
- Remember, 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 (spelling words, high frequency words, names, etc.)? Visit [www.thedailycafe.com](http://www.thedailycafe.com) to view videos on ideas for Word Work.

## Chapter 8—The Math Daily 3

- 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?
- 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. How can a 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?
- 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 times for each piece, including all three focus lessons and a minimum for each piece, including all three focus lessons and a minimum of two rounds.

## Chapter 9—Returning to Our Core Beliefs

- After reading the Levels of Support for Barometer Children, 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 child?
- 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?

### Appendix

- After reviewing the sample guest teacher plans, make note of what you would like to include in your own plans for guest teachers. What are the most important components that should not be left out? Take time to put together guest teacher plans that will work for your classroom.
- Review the sample parent letter. Will you use this letter, or will you personalize a letter of your own? Take time to write a parent letter to send home at the beginning of the year.
- Review the sample lesson plans for launching the Daily 5 and CAFE. These plans are a guide. However, only you can truly know your students and if they are ready for each component. Be careful not to rush. It is essential that you build stamina gradually so the muscle memory is properly trained. Visit [www.thedailycafe.com](http://www.thedailycafe.com) for videos, articles, downloads, and more that will support you in your journey.