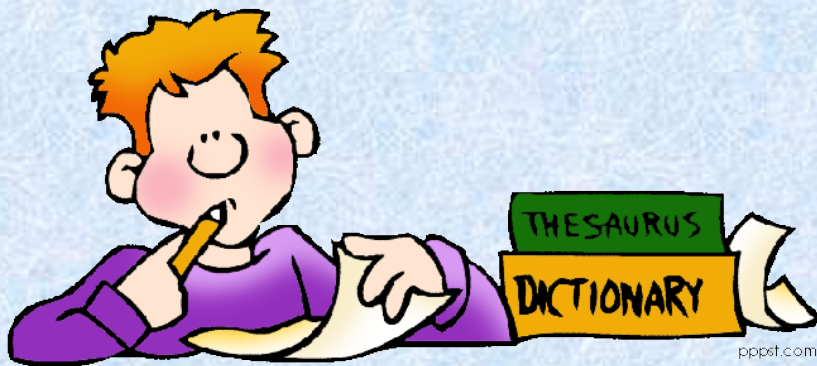


DAILY 5 BECOMES ALIVE FOR ENGLISH LANGUAGE ARTS

Our daily routine for
reading and writing...



By CAM - @Plainville Public Schools

What is "The Daily 5"

- ❖ The Daily 5 will become an enormous part of your child's daily learning.
- ❖ It will allow your child to do meaningful work independently.
- ❖ The Daily 5 includes: **Read-to-Self**, **Read-to-Someone**, **Listen-to-Reading**, **Work on Writing**, and **Word Work**.



The Daily 5 Will Help Create

- ❖ a sense of trust
- ❖ freedom for options
- ❖ a sense of community
- ❖ a sense of importance
- ❖ Stamina
- ❖ Routines for Independence





Sense of Trust

- ❖ The Daily 5, incorporates meaningful learning that requires mutual trust and respect between the teacher, and the students.
- ❖ Each student is valuable and unique and worthy of respect and caring.
- ❖ It is trust that will allow your child to become independent learners.
- ❖ It is trust that will allow the teacher to focus energy on teaching, not managing behaviors.

Freedom for Options



- ❖ We all know and realize that children need and love structure and routine. These are very much needed in the classroom.
- ❖ By following The Daily 5, your child will have options in their learning. They will ask questions such as "What are my goals in reading and writing?", "What will I do first?", "Whom will I choose to work with?", "What will I accomplish?", and "What was I working on yesterday that I want to continue today?".
- ❖ Purpose + Choice = MOTIVATION!
- ❖ It is choice that will motivate your child and put them in charge of their own learning!

A Sense of Community



- ❖ What we experience together will create an environment of positive learning and a caring classroom community.
- ❖ A sense of community provides everyone with ownership to hold others accountable for behaviors, effort, learning, order, and kindness.
- ❖ The Daily 5, embraces everyone to celebrate in each other's progress.
- ❖ If a classmate is disrupting others during work time, the community will join together to encourage, support, and hold the person accountable for his or her learning behavior.

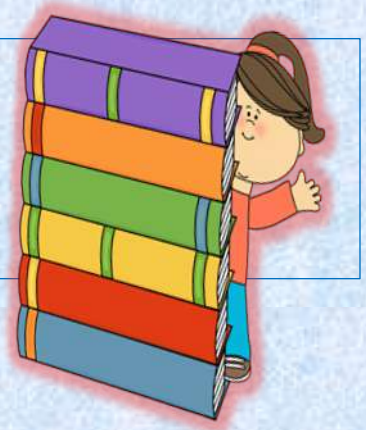


A Sense of Importance

- ❖ The Daily 5, environment creates determination in the classroom that establishes a community where every moment of learning is important.
- ❖ There is a reason "why" you do certain tasks, and the student will be taught "why" you do things. An example of "why" is something like this. "Why do we read?" Well... research says that reading each day is the best way to become a better reader- it's as simple as that!
- ❖ When a student understands the reason for a task, it motivates that student to persevere.



Stamina



- ❖ By incorporating The Daily 5, your child will need to build up stamina in order to be a successful reader and writer. Just think of the process as a runner training for a marathon.
- ❖ If a student does not have the stamina to read for thirty minutes, that student will not be successful. In fact, that student may become frustrated and lose motivated to succeed.
- ❖ Therefore, it is important that each individual student be taught on his or her own level so that they can be successful and develop stamina at each of the five key components of The Daily 5.

Routines for Independence

- ❖ In terms of The Daily 5, your child will understand what is expected of them, and practice good reading strategies, while they build up their stamina, It is a time for them to "show-off" their independence!
- ❖ To be successful with The Daily 5, it is important that students show that they can make decisions on their own and monitor themselves regarding their own progress.
- ❖ By showing independence, your child is allowing me to work with other students in small leveled reading groups
(which I call book clubs).



Other Daily 5 Components

- ❖ Establishing a Gathering Place
- ❖ Finding "Good-Fit" Books
- ❖ Book Bags
- ❖ Anchor Charts
- ❖ Repeated Daily Practice



Establishing a Gathering Place

❖ A gathering place is an open space large enough for the whole class to come together. Our gathering place in our room is our large classroom rug.

❖ Questions asked by students?

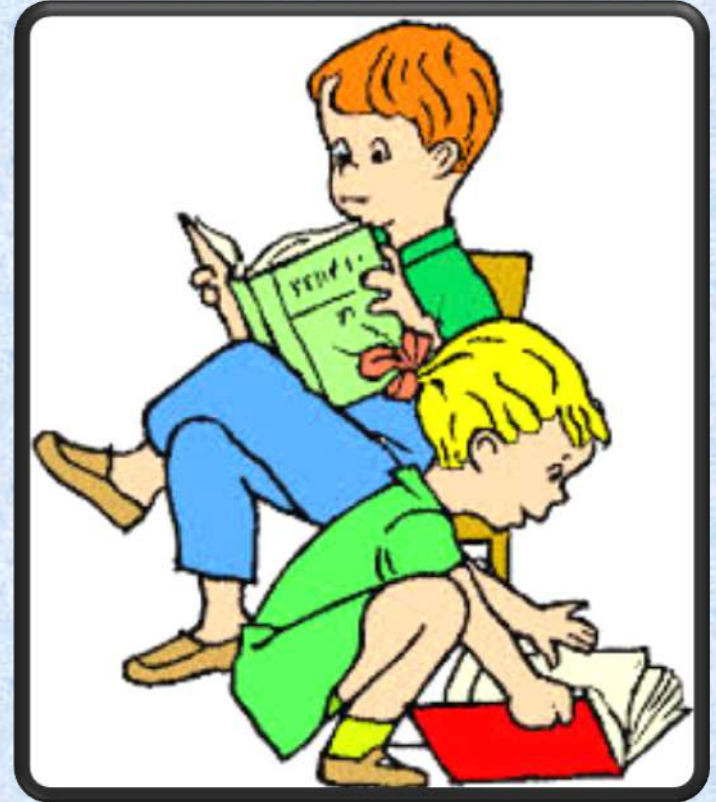
➤ How should I sit?

➤ What are the guidelines I need to follow to make sure learning takes place?



3 Ways to Read A Book

1. Read the pictures.
2. Read the words.
3. Retell the story.

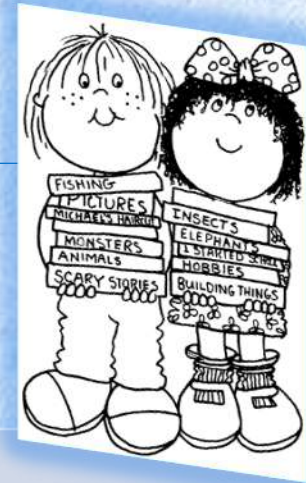
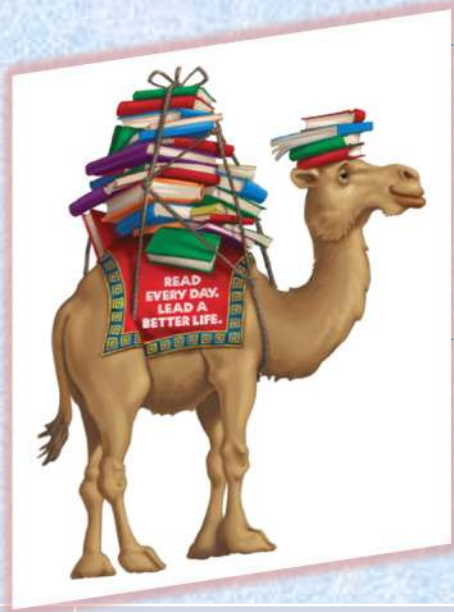


Finding "Good-Fit" Books

- ❖ Your child will learn that one of the most important things to do to become a better reader is to read "good-fit" books.
- ❖ You should look for a "good-fit" book in five ways using the acronym, "I PICK".



Finding "Good-Fit" Books I PICK



I	answers the question...	<p>"What book should I choose?"</p> <p>Finding a book that is a great fit gives the best opportunity for success!</p>
P	answers the question...	<p>"What is my purpose for wanting to read the book?"</p> <p>A student should have a purpose when choosing a good-fit book. Is the purpose for research or enjoyment?</p>
I	answers the question...	<p>"What sort of book am I interested in reading?"</p> <p>The student's selected book, should interest them.</p>
C	answers the question...	<p>"Do I comprehend the book that I selected?"</p> <p>Whatever book your child selected, make sure they can comprehend it. If your child is asking a lot of questions and things are sort of confusing, then maybe the book isn't a good-fit book.</p>
K	answers the question...	<p>"Do I know most of the words?"</p> <p>The book your child selects, they should understand most of the words. If they do not, then the book is not a good-fit book.</p>

Genres

❖ A genre is a "type" of literature.

- Fiction
- Non-Fiction
- Science Fiction
- Realistic Fiction
- Historical Fiction
- Mystery
- Fantasy
- Myths
- Fairytales
- Biography
- Autobiography

With Daily 5 students self-select books from different genres.



Setting up "Book Bags"



- ❖ After self-selecting three "good-fit" books students place them in their individual book bags.
- ❖ Thursday is the selected day where students can go book shopping and trade in their "good - fit" books.
- ❖ These "book bags" are placed in the classroom where students have ease access to.

Daily 5 Anchor Charts

Read To Self

Read To Someone

Listen To Reading

Work On Writing

Word Work



Read To Self

Looks Like:	Sounds Like:	Why ...
Reading Independently	Quiet, whisper voices.	Read books that you like. Increase stamina. Read "I PICK" books. Have fun reading!



Location:	Materials:
Reading in your own self selected space.	Your own book bag, book marks, Words I Know reference guide.

Read To Self

- Get started right away.
- Read the whole time.
- Stay in one spot.
- Read quietly.
- Work on stamina.



Read To Someone

Looks Like:

"Elbow to elbow, Knee to knee. I read to you, and you read to me."

Sounds Like:

Buddy Voices



Why ...

Practice reading strategies.
Become more fluent readers.
Understand the text.
Share stories with others.
It is fun!

Location:

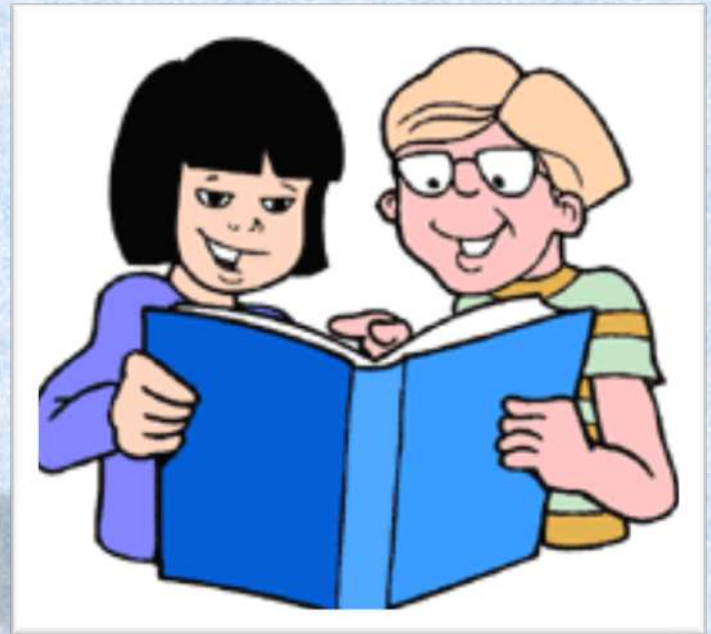
Reading in a space you both selected.

Materials:

Your own book bag, book marks, Words I Know reference guide.

Read To Someone

- Sit EEKK.
- Get started right away.
- Use a soft voice.
- Read the whole time.
- Stay in one spot.



Listen To Reading

Looks Like:

Eyes on the book.
Ears listening to the story.
Hands to self.

Sounds Like:

Quiet, no voices.



Why ...

Build stamina.
Improve vocabulary.
Increase fluency.
Enjoy listening to stories read aloud.

Location:

Reading and listening in your own space on the computer, CD player or rug.

Materials:

Tumble Books, Books on CD's, computers & headphones.

Listen To Reading

- Get started right away.
- Get out materials.
- Listen to the whole story.
- May listen to another story if time.
- Follow along with the pictures and words.
- Stay in one spot.
- Listen quietly.
- Put materials away neatly.



Work On Writing

Looks Like:

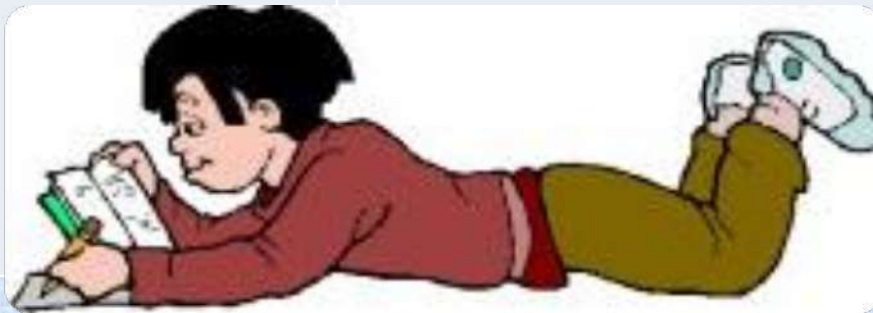
Working independently in your writing folder, thinking pad or writing journal.

Sounds Like:

Quiet, whisper voices.

Why ...

Practice writing strategies.
Become more fluent readers and writers.
Understand the text.
Share stories with others.
It is fun!



Location:

Writing in your own self selected space.

Materials:

Your own writing folder, thinking pad, or writing journal, Words I Know reference guide.

Work On Writing

- Get started right away.
- Write the whole time.
- Stay in one spot.
- Work quietly.
- Use writing strategies to spell unknown words.



Word Work

Looks Like:

Working in your small activity group.

Sounds Like:

Inside voices

Why ...

Build vocabulary.
Play with words.
Create your own words.
Use words and sounds you know.
Become a more fluent reader and writer.
Its fun!



Location:

Teacher selected work area:
Front Table
Back Table
Classroom Rug
Desk Center Stations
Computers
Floor Center Stations

Materials:

Felt Letters
Magnetic Letters
Wooden Letters
Foundations Sound Boards
Magnetic Word Boards
Rainbow Word Play
Scrabble

Word Work

- Get started right away.
- Get out materials.
- Stay in one spot.
- Work quietly.
- Work the whole time.



- Put materials away neatly.



Additional Information Can Be Found on the Following Two Websites Daily 5™ & CAFE™

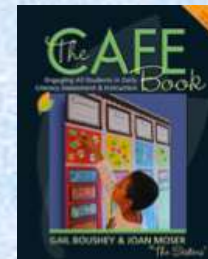
- <http://www.thedailycafe.com/public/departments/104.cfm>



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