

# the DAILY 5



## Read to Self

day 1	<p>Launching Read to Self: Read a book to the class and begin discussing the 3 ways to read a book. Today only discuss read the words and read the pictures. Start making Read to Self i-chart. Model with correct and incorrect behaviors, practice for 3 min, check-in, model again, and practice for 3 min. again. Gather students together and review what we learned, discuss areas of strengths and areas of improvement (Thumbs up, thumbs sideways)</p>	<p>To Prep: Have either book bins or baggies with 5-8 books in it per student. Have a chart labeled 'Read to Self' ready to use with class. Create a class signal for gathering students.</p>
day 2	<p>Read to Self: Review what we did yesterday. Read a story to the class and model the 3 ways to read a book, but today add in 'Retell the story' Model correct/incorrect ways to Read to Self, allow students to practice for up to 5 minutes today. Regroup, discuss, and practice again. Always check back in to assess performance.</p>	<p>Remember: Stop even if only ONE person isn't focused during read to self. You want to stop misbehavior immediately.</p>
day 3	<p>Read to Self: Discuss the places where your students can sit in the classroom, brainstorm appropriate/inappropriate areas for students to choose from. Make a chart while discussing. Have students model correct/incorrect behavior while choosing a reading spot. Allow students to choose their spots, read for up to 8 minutes, regroup to assess, and practice again.</p>	<p>Think about where you want your students to sit during read to self. Let students know right away what areas will be best to limit distractions.</p>
day 4	<p>Read to Self: Review the 3 ways to read a book as well as where to sit in the room while reading. Practice building stamina for up to 11 minutes today. Signal class, regroup, and assess. Practice again for the same amount of time OR until someone becomes distracted.</p>	<p>You may want to change out books for the students at this point. To make this quick, just rotate the books among your students.</p>
day 5	<p>Read to Self: Today we are practicing what we have learned throughout the week. Model, model, model! Students will practice choosing a good spot and the 3 ways to read a book. Challenge your students to stay focused for a longer amount of time today.</p> <p>Modeled Writing: Do a shared writing as a class (any topic) and model how to underline words that you aren't sure how to spell.</p>	<p>Limit praising until you have your class gathered after practicing so that you don't ruin the flow of the Daily 5.</p>

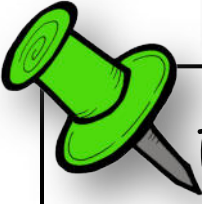
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## Read to Self, Writing

<p>day 6</p>	<p>Choosing Good Fit Books (shoe mini-lesson) IPICK (I choose a book, Purpose, Interest, Comprehend, Know) Practice read to self for 15 minutes WITHOUT having students choose their own books yet.</p> <p>Introduce Work on Writing with an i-chart. During the 2<sup>nd</sup> round of Daily 5, have ALL students work on writing.</p>	<p>To Prep: Have different sizes of shoes ready, IPICK chart ready to make, and a variety of books to show students. Have journals or paper ready for Writing.</p>
<p>day 7</p>	<p>Read to Self: Review choosing Good Fit Books again, model correct/incorrect behavior. Discuss how your students will select their books (Will you have a "shopping" day once a week? Will students go at their own will? Will you assign each table a day that they can select new books?) Also, discuss the appropriate ways for students to clean out their book bins/bags so that the library stays clean. Practice Read to Self and Work on Writing again.</p>	<p>Remember: How you choose to set up selecting books for the Daily 5 is very important. We do not want our students wandering around aimlessly at the library.</p>
<p>day 8</p>	<p>Read to Self: Review Good Fit books and if your students are ready, allow them to select a book(s) for their Read to Self Practice. Discuss areas of strengths and weaknesses to ensure students are picking good fit books.</p> <p>Work on Writing: Discuss where students can go during the Daily 5 for writing and what materials they can use.</p>	<p>As of today, you are still doing structured and guided D5- either 1-2 sets of Read to Self and 1 set of Work on Writing. All students are doing the same thing at the same time.</p>
<p>day 9</p>	<p>Read to Self: Quick review of iCharts, practice building stamina. At this point, students should have good fit books, sitting around the room, and reading independently. Check and assess behaviors.</p> <p>Work on Writing: Brainstorm a list of topics that students can write about (maybe put this in their writing notebooks/journals) Allow students to self-select a topic for Work on Writing.</p>	<p>Discuss with students what they should do when they finish writing... write more, draw a picture, write a new story. They should be writing the WHOLE time</p>
<p>day 10</p>	<p>Read to Self: Quick review of Read to Self charts and procedures and Good Fit Books. Practice building stamina and setting goals of how long you want your students to read independently.</p> <p>Work on Writing: Brainstorm other ways students can write: letters, lists, poems, notes, etc. Students self-select one of these for Work on Writing time.</p>	<p>We have now introduced, modeled, and practiced 2 of the D5 rotations! Keep reminding students of your expectations.</p>

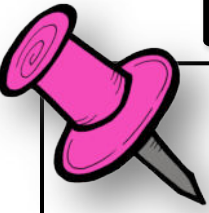
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## Writing, Read to Someone

day 11	<p>Read to Self: Discuss, Model, Practice Work on Writing: Discuss, Model, Practice</p> <p>Read to Someone: Brainstorm ideas for the ichart, and teach the term EEKK (Elbow, Elbow, Knee, Knee) Model how to check for understanding while partner reading. Model this behavior and choose partners to read together during practice time.</p>	<p>When launching Read to Someone review voice level and how students should sit.</p>
day 12	<p>Read to Self Practice Work on Writing Practice</p> <p>Read to Someone: Review EEKK, model how partners can use the strategy, 'I heard you read' to check for understanding. Give students a partner and practice read to someone.</p>	<p>Use the word 'fluency' while discussing reading with someone.</p>
day 13	<p>Read to Self Practice Work on Writing Practice</p> <p>Read to Someone: Model 'How to Choose a Book' when reading in partners with making a deal (you choose first and then I'll choose) and Discuss how to choose a spot around the room during read to someone.</p>	<p>You can also introduce the strategy, 'I Read You Read' so that students repeat short amounts of reading such as paragraphs after a more fluent reader.</p>
day 14	<p>Read to Self Practice Work on Writing Practice</p> <p>Read to Someone: Discuss and Chart 'How to Choose a Partner' and 'Coach or Time' Discuss helping each other but not giving all of the answers away if your partner doesn't know a word. Show students how to communicate if they need help.</p>	<p>How to Choose a Partner: Raise hand quietly, make eye contact with person, Ask, 'Do you want to be my partner?' Partner says 'Sure'</p>
day 15	<p>Read to Self Practice Work on Writing Practice</p> <p>Read to Someone Practice- Allow students to choose their own partner and practice all of the read to someone strategies we learned this week.</p>	

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## Words, Listening

day 16	<p>Read to Self Practice Work on Writing Practice Read to Someone Practice</p> <p>Word Work: Discuss your expectations for Word Work- what do you want the students to accomplish during this rotation? What materials will they use? How do they need to select and clean up?</p>	<p>At this point, you can start letting your students decide between the 1<sup>st</sup> 3 rotations listed, but during word work, ALL students will focus on that.</p>
day 17	<p>Read to Self, Work on Writing, and Read to Someone review and practice</p> <p>Word Work: Review expectations, goals, and clean up for word work. Show students where they can go while using word work materials.</p>	<p>Consider starting with limited word work materials at first, then once students have shown responsibility, add materials as you see fit.</p>
day 18	<p>Students choose between the 4 rotations: Read to Self, Work on Writing, Read to Someone, and Word Work.</p>	<p>Think about how your students can select their D5 rotation quickly and quietly. Also, how will they keep up with which D5 rotations they have visited weekly?</p>
day 19	<p>Introduce Listen to Reading using an ichart. Show how to use the materials you have set up. How do you work the audio equipment? Where are the books located? How should we clean up? Select a few students to go to Listen to Reading and allow the other students to select 1 of the other 4 rotations during this time.</p>	<p>To Prep: Select the materials you will need for your Listen to Reading rotation. Place in a spot that won't be distracting to the other rotations if you do not have headphones.</p>
day 20	<p>Review Listen to Reading again. Allow students to make their D5 selections and go through your rotations. Try to do at least 3 15-20 minutes rotations today.</p>	<p>Next week your students should be ready to work independently during the Daily Five. Always remind students of your expectations and model when necessary.</p>

THE DAILY FIVE

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

M	R	W	RS	WW	L
T	R	W	RS	WW	L
W	R	W	RS	WW	L
Th	R	W	RS	WW	L
F	R	W	RS	WW	L

THE DAILY FIVE

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

M	R	W	RS	WW	L
T	R	W	RS	WW	L
W	R	W	RS	WW	L
Th	R	W	RS	WW	L
F	R	W	RS	WW	L

THE DAILY FIVE

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M	R	W	RS	WW	L
T	R	W	RS	WW	L
W	R	W	RS	WW	L
Th	R	W	RS	WW	L
F	R	W	RS	WW	L

THE DAILY FIVE

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

M	R	W	RS	WW	L
T	R	W	RS	WW	L
W	R	W	RS	WW	L
Th	R	W	RS	WW	L
F	R	W	RS	WW	L