



Daily Five

Fostering Literacy Independence
By Candace Post
First Grade Teacher



Things to do Before You Start

- Establish a gathering place
 - A place for the whole class to sit together that includes a chart rack and white board.
- Good fit books for every students
- Set up book boxes (p. 34-35) before school begins. Each book box should contain 3-8 books or magazines.
- Have a letter ready for parents requesting books.
- Create blank "I Charts" for each component
 - Read to Self
 - Read to Someone
 - Listen to Reading
 - Work on Writing
 - Word Work

Dear Parents,

This school year we will be reading many books! Each child in our classroom will have their own book box in our classroom! Here is how you can help our classroom library have plenty of books for each child:

- Keep our classroom in mind when you are cleaning out your bookshelves at home!
- Keep an eye open when you are visiting thrift shops or garage sales!

Attached to this letter is a list of books we are looking to get for our classroom library! Thanks for all of your hard work in helping your child become a better reader!



Thanks,
Mrs. Post



Picking a Good-Fit Book

Follow pages 29-33 in *The Daily Five*

What I need for the lesson:

- “I PICK” poster below
- Bag of different types of shoes – fancy shoes, tennis shoes, golf shoes, and too big shoes. “Each pair of shoes has its purpose.” Just like each book has its purpose.
- Two students with different size shoes to demonstrate how one child’s book choice may not fit another child’s book choice.

I PICK

I choose a book



Purpose – Why do I want to read it?



Interest – Does it interest me?



Comprehend – Am I understanding what I am reading?



Know – I know most of the words



I



I choose a book

P



Purpose – Why do I want to read it?

I



Interest – Does it interest me?

C



Comprehend – Am I understanding what I am reading?

K



Know – I know most of the words

I



I choose a book

P



Purpose – Why do I want to read it?

I



Interest – Does it interest me?

C



Comprehend – Am I understanding what I am reading?

K



Know – I know most of the words

I



I choose a book

P



Purpose – Why do I want to read it?

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Know – I know most of the words

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I choose a book

P



Purpose – Why do I want to read it?

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Interest – Does it interest me?

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Comprehend – Am I understanding what I am reading?

K



Know – I know most of the words

I



I choose a book

P



Purpose – Why do I want to read it?

I



Interest – Does it interest me?

C



Comprehend – Am I understanding what I am reading?

K



Know – I know most of the words



Read To Self – Day 1



Follow pages 45-55 in *The Daily Five*

What I need for the lesson:

- “Three Ways to Read a Book” Poster
- I Chart for “Read to Self”
- Timer

Day 1:

- Model “Three Ways to Read a Book”
- Brainstorm I-Chart
- Model and practice student behaviors of Read to Self.
- Begin building stamina – 3 minutes.

Three Ways to Read a Book

- Read and talk about the pictures



- Read the words



- Retell a previously read book





What to include on Read to Self I-Chart



Students

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

Teacher

- Work with groups of students.
- Listen to children read.
 - Help students with reading.



Read To Self – Day 2 and Beyond

Follow pages 56-58 in *The Daily Five*



What I need for the lesson:

- “Three Ways to Read a Book” Poster
- I Chart for “Read to Self”
- Timer – continue to add minutes each day until students can read independently for up to 30 minutes.

Day 2:

- Model and practice “Three Ways to Read a Book”
- Review I-Chart
- Model and practice student behaviors of Read to Self.
- Continue to build stamina – 4 minutes.

Day 3:

- Discuss where to sit and how to choose where to sit.
- Continue with above adding 1-2 minutes each day.

Day 4:

- Continue to review I-Chart.
- Reach how to choose good-fit books.



Read To Someone – Day 1

Follow pages 60-68 in *The Daily Five*

What I need for the lesson:

- I Chart for “Read to Someone”

Day 1:

- Model and practice EEKK (elbow, elbow, knee, knee), voice level, and “Check for Understanding”.
- “I just heard you read....” (who, what)
- Brainstorm I-Chart



What to include on Read to Someone I-Chart

Students

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

Teacher

- Work with groups of students.



Read To Someone – Day 2

Follow pages 68-69 in *The Daily Five*

What I need for the lesson:

- I Chart for “Read to Someone”
- “Ways to Read to Someone” Chart

Day 2:

- Model and practice how partners read.
 - Both read same book “I Read, You Read”
 - Partner not reading checks for understanding. Switch jobs after each page or paragraph.
- Each choose own book and read a page; partner checks for understanding.
 - Two different books are being read by partners.

Ways to Read to Someone

- Check for Understanding

- One book: One partner reads while the other checks for understanding, then switch.



- I Read, You Read

- One book: One partner reads; the other partner reads the same part of the story. The most fluent reader reads first.



- Read Two Different Books

- Two Books: Partners read two different books and check for understanding.





Read To Someone – Day 3

Follow page 70 in *The Daily Five*

What I need for the lesson:

- I Chart for “Read to Someone”
- “How to Choose Books” Chart

Day 3:

- Brainstorm and practice “How to Choose Books”.
 - Talk about it and make a deal.
 - Rock, Paper, Scissors

How to Choose Books

- Let's Make a Deal



- Rock, Paper, Scissors





Read To Someone – Day 4

Follow pages 70-71 in *The Daily Five*

What I need for the lesson:

- I Chart for “Read to Someone”

Day 4:

- Brainstorm and practice where to sit in the room.



Read To Someone – Day 5

Follow pages 71-72 in *The Daily Five*

What I need for the lesson:

- I Chart for “Read to Someone”
- “How to Choose a Partner” Chart

Day 5:

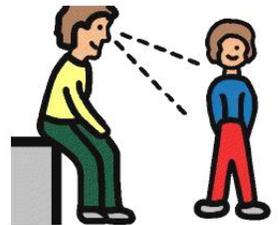
- Model and practice “How to Choose a Partner”.
 - Raise your hand as a silent signal that you need a partner.
 - Make eye contact with another person who has his or her hand raised.
 - Walk to the person and say, “Do you want to be my partner?”
 - Partner says, “Sure.”

How to Choose a Partner

- Raise your hand as a silent signal that you need a partner.



- Make eye contact with another person who has his or her hand raised.



- Walk to the person and say, “Do you want to be my partner?”

Do you want to be my partner?

- Partner says, “Sure.”





Read To Someone – Day 6

Follow pages 73-74 in *The Daily Five*

What I need for the lesson:

- I Chart for “Read to Someone”
- Coaching Sheet

Day 5:

- Model and practice “Coaching or Time”
 - If a partner comes to a word they don’t know, the other partner:
 - Counts silently to 3.
 - Asks, “Do you want coaching or time?”
 - If coaching, they use clues to help partner.
 - If time, sit patiently and wait.

Coaching Sheet



Reading Words

- What strategy have you used?
- Go back and reread.
- Skip the word and come back.
- Chunk sounds together.
- What word could fit here?
- Look at the pictures – the word is right here.
- I am going to sound this word out with you.
- I am going to tell you the word.

Comprehension

- I will retell what has happened so far.
- Fill in the who, what, where, and why.
- Would it help if I summarized the story for you?



Listen to Reading – Day 1

Follow pages 75-78 in *The Daily Five*

What I need for the lesson:

- I Chart for “Listen to Reading”
- Tape/CD player/Computer
- Headphones
- Book on tape/CD

Day 1:

- Brainstorm I-Chart of expected behaviors.
- Model and practice material setup of tape/CD recorder, book, and using recorder.
- Model and practice listening and following along with words and/or pictures.



What to include on Listen to Reading I-Chart

Students

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

Teacher

- Work with students.



Listen to Reading – Day 2

Follow pages 77-78 in *The Daily Five*

What I need for the lesson:

- I Chart for “Listen to Reading”
- Tape/CD player/Computer
- Headphones
- Book on tape/CD

Day 2:

- Review I-Chart.
- Model and practice putting materials away neatly.



Listen to Reading – Day 3

Follow pages 77-78 in *The Daily Five*

What I need for the lesson:

- I Chart for “Listen to Reading”
- Tape/CD player/Computer
- Headphones
- Book on tape/CD

Day 3:

- Review I-Chart.
- Model and practice listening to a short story, finishing it, and starting a new story.
- Model and practice what to do if work time is up before the story is finished.



Listen to Reading – Day 4

Follow pages 77-78 in *The Daily Five*

What I need for the lesson:

- I Chart for “Listen to Reading”
- Tape/CD player/Computer
- Headphones
- Book on tape/CD

Day 4:

- Review I-Chart.
- Discuss the number of recorders available.
- Decide on a way that allows all to participate. (Eventually many children will lose interest and you can nudge those who will try benefit.)
- See “check in” in Chapter 3 (p. 40) for ideas on who listen first, second, and so on.



Work on Writing – Day 1

Follow pages 80-85 in *The Daily Five*

What I need for the lesson:

- I Chart for “Work on Writing”
- Chart Paper
- Writer’s Notebook (Keep in Book Box)

Day 1:

- Model what to do when writing words they can’t spell. (Underline and go on.)
- Brainstorm I-Chart.



What to include on Work on Writing I-Chart

Students

- Write the whole time.
- Stay in one spot.
 - Work quietly.
- Choice of what to write.
 - Get started quickly.
- Underline words we're not sure how to spell and move on.

Teacher

- Work with students.



Work on Writing – Day 2

Follow pages 83-85 in *The Daily Five*

What I need for the lesson:

- I Chart for “Work on Writing”
- Writer’s Notebook (Keep in Book Box)

Day 2:

- Brainstorm and practice where to sit.
- Brainstorm and practice what materials to use during writing.
 - Notebook
 - Pencil or pen
 - Drawing or sketching



Work on Writing – Day 3

Follow pages 83-85 in *The Daily Five*

What I need for the lesson:

- I Chart for “Work on Writing”
- Paper for making lists
- Writer’s Notebook (Keep in Book Box)

Day 3:

- What to write about...
 - Make a list of topics (Vacation, dog, sister, etc.)
 - Make a list of forms (letters, lists, narratives)
 - Post lists for students’ reference.



Work on Writing – Day 4+

Follow pages 83-85 in *The Daily Five*

What I need for the lesson:

- I Chart for “Work on Writing”
- Writer’s Notebook (Keep in Book Box)

Day 4+:

- Continue to teach the forms and traits of writing according to your district curriculum.
- Once a focus lesson is taught, students work on writing – building stamina.
- Add a few minutes each day until primary students are up to 30 minutes and intermediate students can sustain for 45 minutes.



Word Work– Day 1

Follow pages 85-90 in *The Daily Five*

What I need for the lesson:

- I Chart for “Word Work”
- Any materials students will use during Word Work.

Day 1:

- Introduce optional materials and their locations to students.
- Brainstorm I-Chart of how to set up materials and how to work with them independently.
- Model finding the materials, materials placement in the room, and setup of materials.
- Brainstorm Chart of how to clean up.
- Model materials placement in the room, setup, and cleanup of the materials.



What to include on Word Work I-Chart

Students

- Work the whole time.
- Stay in one spot except to get and return materials.
- May return one set of materials and get another set to work with.
 - Work quietly.
 - Work on stamina.
 - Try your best.
 - Get started quickly.
 - Put things away neatly.

Teacher

- Work with students.



Word Work– Day 2

Follow pages 85-90 in *The Daily Five*

What I need for the lesson:

- I Chart for “Word Work”
- Any materials students will use during Word Work.

Day 2:

- Model and practice materials setup, materials placement, and cleanup of materials.
- Brainstorm I-Chart – “How to Use Materials” (I combined all Word Work I-Charts into one to save space 😊)
- Model and practice student behaviors of how to use materials.
- Continue building stamina of working with materials, adding one to two minutes each day.