

Daily Five Beginning of the Year Implementation

Twenty-six Days of Narrated Plans

(You may want to set up procedures for elbow buddies on the carpet. This would be students sitting next to each other that would turn and talk to each other, when asked. Power teaching or whole brain teaching has a great system to doing this.)

Day One (30 minutes)

Bring students to the carpet.

“Today, class, we are going to learn three ways to read a book. Who knows any ways you could read a book?” Discuss.

“One way is to read the pictures. Pictures often carry much of a story’s meaning, so it is really important to read them. You are going to be detectives today and notice what it looks like and sounds like when we read a book in different ways. First, we will read a book using just the pictures. I want you to pay close attention so you can turn and tell an elbow buddy what you saw and heard when I’m through.”

Using a picture book (Big Al by Andrew Clements works well) model reading the pictures by talking or commenting about each picture in the book. *“Reading the pictures is one way of reading a story. What did you notice us doing?”* Discuss. *“You are great detectives! Now, see if you can tell what is the same and what is different after I read you the words of this book.”*

Read same story using text. *“This was a second way to read a story – reading the words. Okay, detectives, what did you notice? I’d like you to turn and whisper with your elbow buddy about what you noticed. How was reading the pictures similar to the story and how was it different?”* After allowing a minute for them to discuss, have them share thoughts as a class. *“Awesome! Whether you read the words, pictures, or both together, you should be thinking, talking to yourself, and making meaning. Your brain will be very busy when you are reading.”*

Start Chart:

3 Ways to Read a Book

1. Read the Pictures
2. Read the Words

“Now we are going to look at one last way to read a book, and that is ‘retelling a story I have already read.’ I’ll use the same book because it is still very fresh in my mind, so watch closely and I’ll show you what it looks like and sounds like when you retell.”

Go through the book page by page, retelling the book with much detail. Model thinking aloud about our reading and comprehension. Point out any inferences you may have made during your first reading.

“Did you notice that I used the pictures and what I remembered from reading the words to retell the story? It is a fun way to read a book, especially a favorite book!”

Finish Chart with

3. Retell the Story

“When we practice Read to Self, you may choose to read the words or the pictures or retell a book you already read.”

Day Two (25 minutes)

Bring students to the carpet. Review the three ways to read a book.

Call students to the carpet. Introduce: stamina. *“Today we are going to learn about something that is very important to readers! Stamina! Stamina is being able to stick with something for a long time. This stamina, or endurance, builds a type of strength. Stamina can apply to lots of different areas, such as sports, playing instruments or art.”* Give examples and discuss how stamina applies to various activities. Have children turn and tell their elbow buddy a time they showed stamina. Share some of their examples as a class.

“Great readers also have stamina. Reading stamina is the ability to focus and read for a long time without being distracted or without distracting others. How long do you think you could sit and read without being distracted or distracting others?” Discuss.

“Today we are going to begin preparing to Read to Self. We know that the most important thing we can do to become better readers is to spend lots of time practicing reading. This will require us to have reading stamina! But, why do we want to read to ourselves? Let’s make a chart, with our ideas of why it is so important that we read to ourselves.”

Read to Self
To become a better reader

“That is why we will begin Daily Five with Read to Self. What are other reasons to read to ourselves?” Write down their ideas such as: Because it’s fun. To learn interesting things. It can take me places. Because I love to read! Build my stamina.

Add t chart under what you have started.

Read to Self	
To become a better reader Because it’s fun To learn interesting things	
Students	Teacher

“If our class were to Read to Self independently, which means all by yourself, what do you think it might look, sound, or feel like?” Record students’ thinking under student, such as: Stay in one spot. Read quietly. Work on stamina. Get started

right away. Reading the whole time (If no one says these (or some variation), add it yourself.)

“These are all such good ideas. You already know a lot about how Read to Self looks, feels, and sounds. What about the teacher? What would the teacher be doing?” Record students’ answers under teacher, such as: Work with groups of students. Listen to children read. Help students with reading. Give tests. If they volunteer anything like ‘fixing listening center’ or ‘correcting student behavior’ – do not add it.

“Now that we’ve talked about what Read to Self might look like, sound like, and feel like, is there anyone who would like to model, or show the class?”

Let a child model getting his/her book box, sitting down in their own spot, taking out a book and beginning to read.

“Let’s look at ____ model for us. Wow, he is certainly staying in one spot.” (point to chart) *“Can you see him staying focused on the book? Oh, now look, he has finished that book and is putting it back into his book box and taking out another. He is not stopping his reading just because his first book is finished; he is going on to another book so he is reading the whole time.”* End with a round of applause for _____. *“Who can tell us what you saw ____ doing as he was practicing Read to Self?”* As children share, point to these behaviors on the chart. Have two more model.

“Is there anyone who would like to model Read to Self the inappropriate way?” Pick a student who will want the attention of doing this the inappropriate way.

“Okay, let’s watch ____ as he models Read to Self the inappropriate way. Oh my! Let’s look at our chart. Is he staying focused on his book? Is he staying in one spot? Oh, no! Is ____ reading quietly?” This student should be thrilled with the attention. *“Okay, _____, now please show us the appropriate way to Read to Self. Wow! Look at _____. Is he staying in one spot? How about reading the whole time? Is he staying focused on the book?”* (Because this child has watched others, he should be able to model this behavior correctly. This proves that this child is able to do Read to Self with correct behaviors. If this student chooses not to exhibit the correct behaviors as students move to Read to Self, we can gently

remind him of his success, confirm that we know he can do it, and continue to help form his behaviors.

Review chart one more time and tell students that tomorrow we will try to Read to Self.

Day Three (25 minutes)

****Need to have book boxes ready on this day. Could also use book baggies (large ziplocks) if you needed to. They work better with seat sacks.****

Bring students to carpet. Review three ways to read a book. Review why we Read to Self (make sure to include building stamina).

"We are ready to have you all practice Read to Self. Each of you has a book box. Right now you are going to find out where children in our class sit during Read to Self. Then we will practice Read to Self, for just three minutes. The reason we are practicing for just three minutes is that we are working to help you build your stamina and to train your bodies and brains to do Read to Self the appropriate way, the ways we brainstormed on the chart and the way you saw some of your friends model. Building your stamina each day will help you all year long as we work toward becoming better readers who love to read."

Take children with their book boxes, one at a time, and place them around the room at least an arm's distance away from each other. Point out that we are not sitting in front of doors and we are staying where the teacher can see us. Discuss why. After everyone is set up, begin to watch. As soon as someone is unable to focus on his or her book or stay in one spot, it is time to stop. (Sit in the place you would normally be during Daily Five. Do not manage by proximity, make verbal corrections or even make eye contact.)

After three minutes ring a bell (or use some type of soothing chime) to signal the class back to the gathering space in our room for a check-in. *"Let's look over our chart of Read to Self behaviors. Were you practicing what readers who Read to Self do? Put your closed hand right next to your heart. As we go through each behavior, think about how you did. If you know in your heart that you were successful, put your thumb up. If in your heart you know that you can improve in*

that area, put your thumb sideways. Keep it close to you, right next to your heart." Go through chart, one item at a time. (Do not reprimand anyone for inappropriate behavior during the practice. Keep it positive.)

"Is there anyone who would like to share a celebration of what went well during our first practice?" Discuss. *"Before we practice again, are there any changes you think we need to make?"* Discuss. (If anyone complains about another child bothering them, have the student state the problem directly to the other student. Compliment the child on using his words and remind the other student that when we bother others, we are not allowing them or ourselves the chance to practice our reading and become better readers.

If time allows and if you think the children can handle it, practice one more time for another three minutes. Reflect again.

Congratulate the students on a job well done today and remind them that we will continue to practice so that we may build up our stamina.

Day Four (20 minutes)

Bring students to carpet. Review what we've learned so far. *"Let's review three ways to read a book?"* Discuss. *"What did you learn about why we do Read to Self?"* Discuss. *"What did you learn about how we do Read to Self?"* Discuss. *"We will add more time each day so we can build our stamina. Who remembers what stamina is?"* Discuss. Review the chart. Model correctly Reading to Self with 2-3 students. (choose students who may have had difficulty yesterday.) Model inappropriate behavior again (the students really like this).

"What are the characteristics of a good place to sit during Read to Self?" Discuss. (Out of arms reach of others. Where the teacher can see you. Away from where doors can hit you. Where you are comfortable.)

"Today we will practice Read to Self for four minutes – several times." Again guide students to places in the room with their book boxes. Let them practice for four minutes or until they are no longer able to focus (even just one student.) Call them back to the carpet (putting boxes away). Reflect and question. *"Let's look over our chart of Read to Self behaviors. Were you practicing what readers who*

Read to Self do? Put your closed hand right next to your heart. As we go through each behavior, think about how you did. If you know in your heart that you were successful, put your thumb up. If in your heart you know that you can improve in that area, put your thumb sideways. Keep it close to you, right next to your heart.” Go through chart, one item at a time, again.

“Is there anyone who would like to share a celebration of what went well during our first practice?” Discuss. *“Before we practice again, are there any changes you think we need to make?”* Discuss.

Then place them again for another four minutes. Do three times total. If it is not going well, model it more.

Review to close.

Day Five (30 minutes)

******Will need a bag of different shoes. For example: Sunday best, tennis shoes, golf shoes, flip flops, snow boots, rain boots, husband’s much too large shoes.******

Bring students to carpet. *“Today we are going to talk about choosing a Good Fit Book.”* (start a chart)

Write **I PICK** vertically

1. I choose a book

Begin by pulling out each pair of shoes one at a time and asking the class the purpose of each shoe. As you pull out the shoes, talk about them. (Save husband’s big shoes for last) *“Each pair of shoes has its purpose. I certainly would not wear snow boots to play golf! Just like we choose which shoes to wear for a specific activity, we also have a purpose when we choose a book. The purpose for choosing a book may be because you want to learn about a certain topic or just to read for fun.”*

Add to chart:

2. Purpose – Why do I want to read it?

Discuss shoes and the interests of the people who might wear them. Guide students to see that we do not have soccer shoes in our bag because we are not interested in playing soccer. However, we might love golf, playing in the snow, as well as tennis shoes for long walks. Help students see that the shoes we wear show our interests. Then turn the conversation into discussing genres, authors, and types of books that interest each student.

“Just like the way our shoes reflect our interests, it is important we pick books that interest us.” Share a variety of books and discuss which ones interest us and which ones do not.

Add to chart:

3. Interest – Does it interest me?

Tell students that you have one more pair of shoes left in your bag.

Pull out husband’s much too large shoes, put them on and proceed to try to move around the room. *“These shoes are too big, so they don’t fit. This is just like a book that is either too hard to read or that we don’t understand. The shoes don’t fit and neither does the book.”*

Call up two children with different size feet. Ask them to trade one shoe with the other. Again, talk about the shoes meet each students’ needs of purpose and interest, but the shoes do not fit. *“This is just like books! Books that are a good fit for one student may not be a good fit for another.”*

“If _____ has on her own gym shoes and is in PE class, she has a good fit pair of shoes; they are a good fit pair of shoes for her because they are the correct shoes for her purpose, her interest, and are not too big or too small – they fit. She can be very successful in gym wearing shoes that are a good fit. Someone else’s gym shoes might also be the correct shoes for _____’s purpose and interest, but they may be way too big or small for her. She will not be successful in PE wearing those shoes because they are not a good fit. Likewise if she is reading someone else’s book it may be too simple or too difficult, it is not a good fit and she will not

be successful, not to mention it is just not fun. But - if she has a book that is a good fit for her, she will be very successful reading that book. "

Tell students that this goes with the last two ways of knowing if a book is a good fit: comprehension – understand what you read and know most of the words.

Add to chart:

4. **Comprehend** – Am I understanding what I am reading?

5. **Know** – I know most of the word

Tell students that we will keep talking about Good Fit books tomorrow and all year.

"Now we are going to continue to build our stamina, as we Read to Self. Let's review the 3 ways to read a book." Discuss. *"Let's review what Reading to Self looks like, sounds like and feels like."* Discuss. Possibly model again.

Allow students six minutes to practice. Then call them back to the carpet, putting book boxes away and reflecting.

Group check in on how we did during our Read to Self time. If time allows and you would like, practice for another six minutes and check in again.

Review purpose of Read to Self.

Day Six (30 minutes)

Need 3 books today. One picture book, one chapter book that you would read at home, and a third book that you can read the words, but not understand – like a medical journal or a financial magazine.

Bring students to carpet. Review Good Fit books. Review the I PICK process.

I PICK

1. **I** choose a book

2. **Purpose** – Why do I want to read it?
3. **Interest** – Does it interest me?
4. **Comprehend** – Am I understanding what I am reading?
5. **Know** – I know most of the words

Model these components with books you have brought to school. Use a picture book, a good fit chapter book, and a finance or medical magazine. Go through each book, modeling use of the I PICK strategy.

“We will continue to use this process all year to find good fit books. First we will ask ourselves what our purpose is. Is it to find a fun story to read during the Daily Five or a book to help us learn more? Then we will ask ourselves what we are interested in. Do we want a book a bit like the one we just finished and liked a lot? Do we want a book that could teach us more about a favorite animal? Finally, we have to try the book out and ask ourselves if we understand what we are reading and can read most of the words. This is how we find a just right book.”

“We will continue talking about Good Fit or Just Right books all year, because it is so important. But - after finding that Just Right book, it is important to make sure you are comprehending or understanding everything you are reading. This is why, whenever we read, we stop to check for understanding. Let me show you what that would look like.”

Model reading a book; however, stop every few pages to retell what has happened. At some point, model not being able to tell what just happened. Go back and re-read the last few pages. Then correctly retell. *“It is important as we read to not just sound out or go through the words, but to understand what the words tell us. Sometimes our minds wander and sometimes what we read is so confusing that we need to reread. When we stop to checking for understanding, this helps us to make sure we are getting meaning out of our book.”*

“Now it is time to build our stamina again during Read to Self. Today we will try to read for eight minutes straight!”

Allow students eight minutes to practice. Then call them back to the carpet, putting book boxes away.

Group check in on how we did during our Read to Self time. If time allows and you would like, practice for another eight minutes and check in again.

Review purpose of Read to Self.

Day Seven (30 minutes)

Bring students to carpet. Review Good Fit books and why it is so important.

I PICK

1. I choose a book
2. Purpose – Why do I want to read it?
3. Interest – Does it interest me?
4. Comprehend – Am I understanding what I am reading?
5. Know – I know most of the words

“Today we are going to introduce the Read to Someone part of the Daily Five. Why do you suppose we would want to read to someone every day?” Write down their answers: fun, not alone, make friends, get better at reading.

Beginning a chart that should look something like this:

Read to Someone
Helps us become better readers It is fun

“Yes! Because fun and getting better at reading are two of the most important reasons we read to someone. There are a couple of other reasons as well. Reading to someone helps you to read with fluency and expression. Fluency is reading quickly – but not so fast that it doesn’t make sense. Expression is reading with emotion in your voice. Let’s practice reading this book without good fluency or expression.” Pick a book (Yo! Yes? by Chris Raschka is a good one) and read it with too slow fluency and no expression in your voice. Discuss how it affected

their ability to understand the story. Then read the same book with too fast fluency, but with expression. Discuss. Then read it correctly. Discuss how this changed their ability to understand the story and why fluency and expression are important to reading aloud to others. Add “Best way to practice fluency and expression” to the chart.

Read to Someone
Helps us become better readers It is fun Best way to practice fluency and expression

“Before we brainstorm the behaviors of Read to Someone, I’d like to teach you a couple of tricks for being good reading partners. I want to tell you a little story. As you know, I (or my sister or whoever) doesn’t like spiders. What do you supposed I say when I see a spider?” Get answers. *“Yes! I say EEKK! Can you say it with me. EEKK!”* Write EEKK. *“Then do you know what I do? I move over to sit really, really close to my husband. I sit elbow to elbow and knee to knee, right beside him.”* On the chart write: Elbow, Elbow by the two Es and Knee, Knee by the two K’s. Have a student model with you sitting Elbow to Elbow, Knee to Knee. *“See how easy it would be for the two of use to share a book when we sit this way? Listen how quiet our voices can be when we sit this close.”* Model reading. Ask the student, *“Can you hear me even though I am reading to you in a very soft voice?”* Then ask the student sitting farthest from you: *“You are sitting farthest from us. Can you hear my voice as I read to _____?”*

Take a moment to pair students up. Ask them to find a spot in the room where they have their own space, but you can still see them. Ask them to simply practice sitting in the EEKK position. Discuss good choices then bring students back to the carpet.

Review what we have learned. Tell students that tomorrow we will actually get to practice Read to Someone.

Day Eight (40 minutes)

Review what we learned yesterday. Review the purpose for reading to someone and why we sit in the EEKK position.

Model reading a book. Stop at each page and model retelling what was happening. Ask: *“What did you notice about my reading today?” “Did you see me stop at the end of every page or so to try to remember who I was reading about and what was happening? This is called Checking for Understanding.”*

Start a new anchor chart titled: “Ways to Read to Someone” and add “Check for Understanding.”

Ways to Read to Someone
1. “Check for Understanding,” one book: One partner reads while the other checks for understanding, then switch.

“Whenever we read, we stop to check for understanding, even when we read to someone. Let me show you what that would look like, sitting, of course, in the EEKK position. ____ will read first. I will read along with my eyes and ears, because when ____ is finished with the first part, I will be checking for understanding – which means retelling what happened in the part he just read. ____ would you start Read to Someone and read the first part of this book?” After he reads, hold up a card stock check mark. *“I hold the check mark to remind me to listen to ____ so that when he is finished, I can check for understanding by summarizing what he read. ____, I just heard you read that _____. Is that correct?”* *“Now, boys and girls, we are going to switch jobs. I am going to read and _____ is going to check for understanding.”* After we read the next page, ____ checks for the “who” and “what” in the story. Then we switch again. This time, I do not correctly summarize the reading. ____ should say that I was not right. Explain: *“_____ told me that I did not understand and remember what he just read. If that happens, ____ rereads the section. This time I listen very carefully, trying to remember what he just read so I can check for understanding.”* ____ rereads the same part, and this time I summarize it correctly.

Ask students to turn to their elbow buddy and teach what Check for Understanding is during Read to Someone. Come back together and discuss.

After modeling, we create an I-chart. Ask, *“If a visitor were to walk into our classroom and see us reading to someone independently, what might they see you*

doing?” We record each thought. “Boys and girls, what do you think I will be doing?”

Chart should look something like this:

Read to Someone	
Helps us become better readers It is fun Best way to practice fluency and expression	
Students	Teacher
* Sit EEKK * Use a soft voice * Read the whole time * Stay in one spot * Get started right away	* Work with groups of students * Listen to children read * Give tests

Ask for one to three sets of partners to model the correct way to Read to Someone.

Next ask a child that might have difficulty with staying on task to model the incorrect way to Read to Someone. Then correctly.

“Now, let’s talk for a moment about problem solving... One of the problems that has to be solved when doing Read to Someone is, ‘How do I know when I should stop and let the other person go?’ Discuss possible solutions. “It really depends on the book that you are sharing.” Model sitting in the EEKK position with a student and reading a chapter book. After about a page, it is time to switch. Then model reading a picture book with a few words on each page. You would read several pages before switching. “Figuring out when to switch will really be your problem to solve. You have to read until you feel like your fair turn is over. Then check for understand and switch. You know what is fair and you can solve this problem on your own.”

“Another problem is, what if there are an odd number of students with you at Read to Someone. Hopefully this won’t happen often, but people will be absent and unfortunately – it will happen. How do we solve this problem when doing Read to Someone? Discuss. “Those are all great ways to solve the problem. I

think you could definitely get into a group of three and each take turns reading. You'll just have to figure out a system for holding the book and passing the check mark."

"Now we are ready to practice."

Call two children at a time (try to put similar reading levels together), have them grab their book boxes, and place them in a variety of locations to practice for five minutes.

After five minutes signal students to put away book boxes and regroup on the carpet. Review the anchor chart. Ask student to reflect on each aspect. What went well? What didn't go well? What might some of our goals be for the next practice.

Day Nine (30 minutes)

Bring students to the carpet. *"Turn and teach your elbow buddy what we have learned about the station: Read to Someone."* Review the anchor chart for Read to Someone

Display the other anchor chart: Ways to Read to Someone. *"Yesterday when we read with our partners we had one person read while the other person held the check mark, listened and checked for understanding. When your partner was finished reading his or her section, you switched jobs. Today we're going to learn another way you might want to read books with your partner. Besides 'Checking for Understanding,' you could also choose to do 'I Read, You Read' – when you are at Read to Someone. This strategy is especially good for improving fluency. Remember that fluency is reading at just the right pace. Fast, but not too fast. To do 'I Read, You Read,' one of you will read a small part, and then your partner will read the exact same part back to you, trying to make the reading sound just like yours or better. The person with the smoothest fluency should go first. ____, can you help me model this for the class?"* ____ joins me and we sit in the EEKK position. *"What do you notice about how ____ and I are sitting together getting*

ready to read to each other?” (Sitting in the EEK position) “Now let’s watch as ____ and I model ‘I Read, You Read.’ ____, who do you think should go first?”

(teacher will go first). So we begin reading. Me aloud and her silently following along. After the first page, ____ reads the same text, trying to make his pace and expression sound like mine. We follow the same procedure with the next page.

“Class, did you notice how, as I was reading, I followed along with my finger? What might be some reasons that it would be important to do this when sharing one book while someone follows along with you?” Discuss. *“What did you notice about how we held the book during ‘Check for Understanding’ versus how we held the book today during ‘I Read, You Read?’* (In ‘Check for Understanding’ one person holds the book. In ‘I Read, You Read’ the book is held in between the two people.)

“Turn and teach your elbow buddy how to do ‘I Read, You Read.’

Display chart and add ‘I Read, You Read.’

Ways to Read to Someone
<ol style="list-style-type: none">1. “Check for Understanding,” one book: One partner reads while the other checks for understanding, then switch.2. “I Read, You Read,” one book: One partner reads; the other partner reads the same part of the story. The most fluent readers reads first.

“Today everyone will practice ‘I Read, You Read.’ Because we are still learning our levels, we may not know who is more fluent. Since we don’t know, just pick one person to be the first reader. If we need to change it next time, we will. As we practice Read to Someone, we will begin to learn who needs to go first when we pair up. Please do not waste time arguing over who should go first. If someone offers, let them go first. If no one offers, please go ahead and go first.”

Again, practice modeling correctly and incorrectly. Refer to the anchor chart often.

Then call two children at a time (pick two different levels and assign who goes first – if you can), have them grab their book boxes, and place them in a variety of locations to practice for five minutes.

After five minutes signal students to clean up and regroup on the carpet. Review the anchor chart. Ask student to reflect on each aspect. What went well? What didn't go well? What might some of our goals be for the next practice.

Day Ten (30 minutes)

Bring students to the carpet. *"Please turn and teach you elbow buddy what you have learned so far about the station Read to Someone."*

Have students share their thoughts with the class. Review two ways to Read to Someone.

"There is one more strategy I would like to show you so you have choices when you Read to Someone. It is called 'Read Two Different Books.' Add this to the chart.

Ways to Read to Someone
1. "Check for Understanding," one book: One partner reads while the other checks for understanding, then switch.
2. "I Read, You Read," one book: One partner reads; the other partner reads the same part of the story. The most fluent readers reads first.
3. "Read Two Different Books," two books: Partners read two different books and check for understanding.

“For this Read to Someone choice, you and your partner can both have different books, yet still read as partners. Here is how it goes. ___, will you help me model this one? You get a book from your book box, and I’ll get a book from mine. What do you notice about our books?” (different levels) “You are right! ___ and I really want to read together, but my book is not a Just Right book for him. We can still be partners, though, and enjoy each other’s books. Here’s how. You read part of your book to me. I’ll keep my book closed with my finger marking my place. When you are finished reading your fair share, I’ll check for understanding. Then you’ll close your book, keeping your finger marking the page you’re on, and you’ll listen to me. When I am finished reading, you’ll check for understanding and then we’ll switch back again.” We model together.

Again, practice modeling correctly and incorrectly – ‘Read Two Different Books.’ Refer to the anchor chart often.

Then call two children at a time, have them grab their book boxes, and place them in a variety of locations to practice for five minutes.

After five minutes signal students to clean up and assemble. Review the anchor chart. Ask student to reflect on each aspect. What went well? What didn’t go well?

Day Eleven (30 minutes)

Review what we have learned about Read to Someone. Review all three ways to Read to Someone. Tell students that today partners will decide together which of the three ways they will read.

“We’ve talked about solving problems during Read to Someone. We’ve discussed about how to deal with an odd number of students and how far you should read before letting your partner have a turn. There is another problem that we need to talk about. If you do ‘Check for Understanding’ or ‘I Read, You Read’ you need to decide on ONE book to read together. But, how do you decide which book you both want to read? How do you solve that problem?” Discuss. “Today we are

going to learn some strategies for how to choose books. Put your thumbs up if you have ever had a friend over, decided to play a game, and couldn't agree on which one to play. You wanted to play one game, and your friend wanted to play a different one." Thumbs should go up. "The same thing can happen with books when you choose to do Read to Someone. Today we want to teach you some strategies for how to choose books with your friends and classmates without getting into an argument."

"____, would you like to help me model a strategy? We call it 'Let's Make a Deal.' ____ , would you get a book from your book box that you would like to read, and I'll get one from mine. Now pretend that we are partners and I tell you I really want us to read my book because it is my favorite! However, ____, you really want to read your book because it is your favorite. How could we solve this problem?"

Discuss

"Here is how to solve this problem using 'Let's Make a Deal.' - Hey, ____, how about if we read your book together first and then we read mine? Will that be okay with your?" she agrees. "Class, do you see how we made a deal? We quickly solved this problem so that we didn't waste any of our precious reading time disagreeing over which book to read. We could also have agreed to do Read Two Different Books."

Remind students that today they get to choose how they Read to Someone. Again, call two children at a time, have them grab their book boxes, and place them in a variety of locations to practice for six minutes.

After six minutes signal students to clean up and assemble. Review the anchor chart. Ask student to reflect on each aspect. What went well? What didn't go well?

Day Twelve (30 minutes)

"Today we will learn the correct way to pick a partner during Read to Someone or any time during our day. When we choose partners, it is very important to remember that our partner doesn't always need to be our very closest friend. It is also great fun to read with other friends in our classroom. In fact, sometimes our

very closest friends don't make the best partners, because we might have a tendency to chat instead of read." Start a How to Choose a Partner anchor chart. Add "Not always your closest friend." *"When it comes time to choose a partner, we want to communicate to the group that we need one, but what do you think would happen if we just started yelling, 'Hey, I need a partner! Let's give it a try and see how it sounds. Okay, everyone, start yelling out to the rest of the class that you need a partner.'" Wait. "That will never work in our classroom, will it? There has to be another way to communicate our need for a partner. How do you think kids in our room could communicate the need for a partner."* Discuss. *"Here is a great, quiet way to let people know we need a partner."* Add in shortened form to chart as you say aloud:

1. Close your mouth and raise your hand. This is our class's silent signal that will mean "I need a partner." (model)
2. Look around the group. When you see another person with a hand raised, make eye contact with him or her. (Model for class.)
3. Walk to the person and say, "Will you please be my partner?" Model and point out the tone of voice. We model asking it with an inviting tone. The only acceptable answer is "Yes, thank you!" Again, we model the tone we expect to hear during the response, pleased and polite.

"The tone of voice is very important in our classroom. How would you like it if someone came up to you and used the correct words, 'Will you please be my partner?' but said it flatly, and kind of grumpily? _____, will you help me model this? I am going to ask you to be my partner with a crummy, unkind voice, and let's have you tell us how it feels." Proceed. "How did it feel?" Discuss. "_____, now let's model for the class using the right tone of voice." Go ahead. "_____, what did you think that time?" Discuss. "Boys and girls, that is exactly how we want our partners to feel, like we are really excited to read with them, because then, they will be excited about reading with us! Who else would like to model for us?" Practice a few more times.

Let students pick their own partners for Read to Someone. Give a seven minute practice.

Check in after.

Day Thirteen (30 minutes)

****Have laminated coaching sheets ready for book boxes.****

“How many of you play a sport like soccer, baseball, basketball, or any others?”

“Which person helps you know what to do while you are playing?” Discuss.

“Today we are going to learn a bit about being a reading coach. Put your thumb up if you have ever been reading with a partner and come to a word you didn’t know.” Discuss. *“Have you ever had a partner that just says the word for you, even though you were trying to figure it out your own. How many of you wish that your partner would give you a chance to try to figure it out on your own using your strategies? But then, sometimes when I am really stuck on a word, I like it when my partner helps me.”* Discuss. *“The trick is to know when someone wants help or wants to do it alone. Think about when you are playing a sport such as baseball. There are times when the coach will come up to you and really help you, showing you how to hold the bat and swing at the ball. Other times, the coach may just encourage you, not stepping in to help you at all. It is very similar in reading. At times when you can’t remember what you read or get stuck on a word, you want someone to give you ideas and suggestions, just like the batting coach. There are other times when you want to try it on your own. Good reading coaches don’t just step in and tell their partners the words right away. That doesn’t help them become better readers! Here is what it looks like to be a good reading coach.”* Begin a new chart with the title “Reading Coach.” *“When your partner comes to a word he or she doesn’t know, or he or she can’t remember or understand what the story was about, you are going to count to three silently and slowly to yourself.”* Write on chart: Silently count to three. *“After you silently count to three, ask your partner, ‘Do you want coaching or time?’”* On the chart write: Ask, “Coaching or time?” *“If your partner says, ‘Time,’ you must sit patiently and wait. If your partner says, ‘Coaching,’ you will take out your coaching sheet and decide which strategy would be best to suggest.”* Add to the chart: Use coaching sheet. Model. (model counting to three silently with your fingers, very slowly)

Discuss Coaching Sheet (give each child a laminated coaching sheet to stay in their book box)

- 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.

Practice Read to Someone for eight minutes. Check in.

Day Fourteen (30 minutes)

“What are the two parts we have learned so far of the Daily Five?” (Read to Self & Read to Someone) “How many parts are left?” (Three) “Today, we are going to introduce another station in Daily Five. It is Listen to Reading. We listen to reading often every day. Turn to your elbow buddy and talk to them about the times during the day that you might listen to reading.” Discuss. “Today we will add listening to a book on tape, CD, computer, or MP3 player. Why is it important for us to Listen to Reading.” (can insert the way your class will do Listen to Reading) Add to chart. Then discuss, “What would someone who comes into our classroom see you doing?” Add ideas to chart. “What would they see me doing?” Discuss and add to chart.

Start Listen to Reading chart:

Listen to Reading	
<ul style="list-style-type: none"> • Helps us be better readers • Helps us learn and understand new words and stories • It is fun 	
Students	Teacher
<ul style="list-style-type: none"> • Get out materials. • Listen to the whole story. • May listen to another story if time. • Follow along with pictures and/or words 	<ul style="list-style-type: none"> * Work with groups of students * Listen to children read * Give tests

<ul style="list-style-type: none"> • Stay in one spot • Listen quietly • Get started quickly • Put materials away neatly. 	
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Explain/ model how to work the listening center. Show how to set up the player and follow along with a book. Model heavily. Anticipate any problems that might occur and teach students how to problem solve, as well as what to do if they absolutely cannot get the listening center to work.

Remember to mention to students that when they are wearing earphones, they cannot hear themselves – but others can. Explain that they should remember not to yell when they have earphones on, because they will disrupt others.

Day Fifteen (30 minutes)

Review Listen to Reading. Again heavily model how to use the listening center, problem solving, and what to do if it will not work (should probably just do Read to Self – because they CANNOT disturb the teacher during Daily Five.) Cover how to clean up and put materials away. Model listening to a story, finishing it, and starting a new story by playing a CD aloud and letting the children listen as you hold up the book. Also practice what to do if work time is up before the story is finished (STOP when you hear the bell and plan on finishing it the next day).

Explain to children that the next day you will start a rotation where some children will be reading to self, some will be reading to someone, and some will listen to reading. You will continue this schedule for five days until everyone has gotten a chance to listen to reading, using the player, with the help of the teacher.

Days Sixteen through Twenty-one (30 minutes)

****Need to come up with the schedule where about 4-6 get to go to the listening center, 8-10 will read to self and 8-10 will read to someone. Need to have listening center set up for students with a book that is short (about six minutes).**

Example of a 24 student class (numbers represent students):

	Read to Self	Read to Someone	Listen to Reading
Day 1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	11, 12, 13, 14, 15, 16, 17, 18, 19	20, 21, 22, 23, 24
Day 2	11, 12, 13, 14, 15, 16, 17, 18	6, 7, 8, 9, 10, 19, 20, 21, 22, 23, 24	1, 2, 3, 4, 5
Day 3	1, 2, 17, 18, 19, 20, 21, 22, 23, 24	3, 4, 5, 11, 12, 13, 14, 15, 16	6, 7, 8, 9, 10
Day 4	3, 4, 5, 6, 7, 8, 9, 10, 16,	1, 2, 17, 18, 19, 20, 21, 22, 23, 24	11, 12, 13, 14, 15,
Day 5	1, 2, 13, 14, 15, 20, 21, 22, 23, 24	3, 4, 5, 6, 7, 8, 9, 10, 11, 12	16, 17, 18, 19

“Today we will practice doing different stations at the same time. Today you will each spend about ten minutes at one of the three stations we have learned. What are the three stations or parts of Daily Five that we have learned?” (Read to Self, Read to Someone, Listen to Reading) Review what to do at each one, as well as three ways to Read to Someone (review anchor charts). *“Today I will sit with the Listen to Reading group to make sure that everyone understands how to operate the equipment. It is VERY important that those at Read to Self and Read to Someone understand that you have to be problem solvers – because you cannot come up to me when I am with other students. What are some problems that might come up during Read to Self that you might need me for?”* (Have to go to the bathroom, have to blow my nose, someone is not being nice to me, a page is ripped out of my book, want to put new books in my book box, etc). Brainstorm solutions to these problems. Then do the same with Read to Someone (no one will read with me, can’t decide on a book, my partner is not making good choices, etc.) Brainstorm solutions and tell students that we will talk about problems that did come up at the end of our practice today – so they should save their thoughts for the end.

You may choose to make a chart or write on board listing students' names and where they will go for each day. Read where they go today aloud to the students (maybe two times) so that there is no confusion. Then go through and say, *"Raise your hand if you go to Read to Self today. Now raise your hand if you go to Read to Someone. And raise your hand if you go to Listen to Reading."*

"When the ten minutes are up today, I will ring the bell. You will immediately stop, put away your materials and transition to the carpet so we can check in."

Ask students to calmly transition to their station. The teacher sits and helps students with listening center. Ring bell after ten minutes.

Reflect on how it went. Review anchor charts for each of the three stations. Review problems and how we can solve them.

"Tomorrow you will hopefully go to a different station; however, if you have to go to the same station two days in a row –that's okay. Eventually we will visit all five stations everyday!"

Days Twenty-two (40 minutes)

"Today we are going to begin our very first day of the Daily Five's Work on Writing. We will be doing Work on Writing every day. Turn to an elbow buddy and talk over why you think it is so important to write every day." Start chart:

Work on Writing
<ul style="list-style-type: none">• Helps us become better readers and writers• We care about writing and the people who read it.• Choice• It is fun.• Works on writing fluently

"Friends, before we brainstorm what independent writers do in our classroom, there is something you need to know that will really help you with your independence. Let's pretend this is my writer's notebook. I will use this chart

paper instead of my notebook so you can all see what I think about when writing.”
 Set up chart paper. Think out loud (don’t write yet) *“Last night the weirdest thing happened, and I just couldn’t wait to write about it in my writer’s notebook. I was sitting outside after dinner reading a book when I heard the rush of wings right above my head. I looked up from my book to see a huge owl land on the railing of my deck. I sat perfectly still, hardly daring to breathe. The owl was staring very intently into the grassy area below. Suddenly the owl seemed to fall right off the edge of the deck! I jumped up and ran to the deck’s edge just in time to see the owl grab a huge mouse and take off flying with it into the air. What a good dinner for the owl!”*

“Okay, there is my plan for what I will write about. Now I am ready to get started.” Start writing from the beginning of the story (just leave out the part about not being able to wait to put it in my notebook). Model very explicitly how to write the sounds we hear in words or sign words we have learned. After the first few words, stop and say: *“Boys and girls, I don’t know how to spell weirdest, but I really want to use that word. When writers in our room come to a word they do not know how to spell, they just write the sounds they hear and keep writing.”*
 Write on chart: *“Last night the weirdest thing happened to me...”* *“Did you notice that I did not get up to ask anyone how to spell the word?”* Continue writing for another few sentences, modeling a couple more times how to try words we do not know and move on.

Next brainstorm student and teacher behaviors for writing independently.

Work on Writing	
<ul style="list-style-type: none"> • Helps us become better readers and writers • We care about writing and the people who read it. • Choice • It is fun. • Works on writing fluency 	
Students	Teacher
<ul style="list-style-type: none"> • Write the whole time. • Stay in one spot. • Work quietly. 	<ul style="list-style-type: none"> • Work with groups of students • Listen to children read • Test

<ul style="list-style-type: none"> • Choice of what to write. • Get started quickly. • Try words we're not sure how to spell and move on. 	
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Model.

Explain what materials to use. (This will be up to the individual teachers. I am going to use lined paper, blank letter writing sheets, script paper, comic writing sheets and writing folders, but you could use writing journals, prompts, themed writing sheets, etc...)

Make a list of possible topics to write about. Also discuss with class what to do when they finish a piece of writing (if you have them work on loose paper instead of a writing notebook).

Have the whole class practice Work on Writing. (I am going to ask students to sit at their desks, in their assigned seats, for this station.)

Check in. Reflect. Review anchor chart.

(If you have several different choices in the Work on Writing Station, you may choose to spend a couple more days on this station.)

Day Twenty-three (60 minutes)

Review Work on Writing (procedures, materials, topics, sound out words and move on).

Review other three stations.

"Today we will get a chance to rotate between the four parts of Daily Five, which we have learned so far. This means that you will be able to visit all four stations today. Each time I ring the bell, you will need to stop immediately, clean up and transition back to the carpet."

Discuss what it should look like between each round (quick, quiet and calm).

Show chart that looks something like this – just use names instead of student numbers. Show one round at a time (either on board, with LCD projector, or on chart paper):

Round One:

Read to Self	1,2, 3, 4, 5, 6
Read with Someone	7, 8, 9, 10, 11, 12
Listen to Reading	13, 14, 15, 16, 17, 18
Work on Writing	19, 20, 21, 22, 23, 24

Round 2:

Read to Self	19, 20, 21, 22, 23, 24
Read with Someone	1, 2, 3, 4, 5, 6
Listen to Reading	7, 8, 9, 10, 11, 12
Work on Writing	13, 14, 15, 16, 17, 18

Round 3:

Read to Self	13, 14, 15, 16, 17, 18
Read with Someone	19, 20, 21, 22, 23, 24
Listen to Reading	1, 2, 3, 4, 5, 6
Work on Writing	7, 8, 9, 10, 11, 12

Round 4:

Read to Self	7, 8, 9, 10, 11, 12
Read with Someone	13, 14, 15, 16, 17, 18
Listen to Reading	19, 20, 21, 22, 23, 24
Work on Writing	1, 2, 3, 4, 5, 6

Each round will be about 10 minutes, since students are still building stamina. The teacher should sit with the listening center to make sure everyone understands how to use it. Between each round, ring the bell and practice cleaning up and going back to the carpet. Review how we should complete transitions. (Quickly & Calmly!!) The teacher may choose to give rewards for good transitions. Check in and reflect between each round. Keep reviewing anchor charts.

Day Twenty-four (60 minutes)

“Tell me about the five rotations that we did yesterday?” Discuss all four stations. *“Today you will travel to each station in the exact order as yesterday. This time, I will not sit with the Listen to Reading station. I am going to watch and no one is going to come up to me. No matter how good the book is you are reading and want to show me – you will not come up to me. No matter what type of problem you encounter – you will not come up to me. I want to see if we can get through all four rotations without anyone coming up to me. It will be tempting because I will be sitting by myself watching, but you will not come up to me. You guys are going to be problem solvers. We will discuss any problems that did come up when we check in after each round.”*

If someone does come up to you, you may choose to ring the bell and stop that rotation early. Make a big deal about it now, so that later, you will not be interrupted during Daily Five.

Check in and reflect after each round. Encourage the children to ask each other for help, if they get confused.

Day Twenty-five (60 minutes)

“Today we are going to learn the procedures for how to use our spelling materials. We are going to learn how to set them up, how to use them, and how to clean them up. It is important to spell words correctly when we write, because we care

about our writing and the people who will read it. Spending time practicing spelling helps us become not only better spellers and writers, but also better readers. Do you know what else? It is fun!"

Discuss. Start chart:

Word Work
<ul style="list-style-type: none">• It helps us become better readers, writers, and spellers.• We care about our writing and the people who will read it.• It is fun.

"Next, let's write down a list of some of the materials we can use to practice spelling."

- Whiteboards
- Magnetic letters
- Wiki stix
- Play doh
- Letter stamps
- Colored markers
- Beans
- Pipe cleaners

(This list will vary, depending on how you choose to do it.)

"Next let's talk about what Word Work will look like, sound like, and feel like. This includes setting up and using the materials."

Word Work	
<ul style="list-style-type: none">• It helps us become better readers, writers, and spellers.• We care about our writing and the people who will read it.• It is fun.	
Students	Teacher
<ul style="list-style-type: none">• One person takes materials and	<ul style="list-style-type: none">• Work with groups of students

sets them up in a quiet location. <ul style="list-style-type: none"> • Get started quickly • Stay in one spot except to get and return materials • Work the whole time • Work quietly • Try your best 	<ul style="list-style-type: none"> • Listen to children read • Test
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Model appropriate and inappropriate word work.

Finally – set out materials. Then place children around the room in spelling stations. Children will practice and explore working with the materials according to the chart. (Unless given ample time to explore and play with the materials, they will be unable to use them as tools for spelling practice – according to the book.)

Allow ten minutes of practice in each station (should have four or five different stations). Then call them back to check in, discuss any problems, and proper use of the materials. Rotate them to the next station. Continue giving them time with the materials and checking in with them after each round.

Review anchor chart.

Day Twenty-six (60 minutes)

Review what we learned about Word Work from yesterday.

“We have had one practice time. Don’t worry – we will have lots of time all year long to work with these materials. Right now we need to spend some time talking about a very important part of the Word Work station – clean up! Today we will practice getting the materials out independently, working with the materials and then putting the materials away, so they are ready for the next person. Let’s start another chart and label it ‘Word Work – Material Cleanup Independence.’ Who

has some ideas of how students in our room who are independent will clean up the materials.”

Create chart:

Word Work

Material Cleanup Independence

- Everyone using materials helps put those materials away
- Materials go back in the original tub.
- Return materials to the same spot.
- Leave the materials neat.
- Clean quietly.
- Get started on your new task quickly.

Model Word Work again.

“Today we will rotate through all of the choices for Word Work, again. However, this time the materials will not be on the table for you. There will be a sign on the table telling you the station with which you will be working. You will have to get the materials, use them, and when I ring the bell, you will have to clean up and neatly put the materials away.”

Check in between each ten minute round. Reflect on how to use the materials and clean up.

Review anchor chart.

Day Twenty-Six (80-120 minutes)

“Today is a very exciting day! Today we are going to do all five stations of Daily Five. This is what we’ve been practicing for weeks! I can’t wait for us to finally be able to enjoy all of the aspects of Daily Five. Now remember, you may not come up to me during Daily Five, for any reason. I might come by and listen to you read or get you to read me your writing, but you may not come up to me for any

reason. We will again check in with each other between each round, so when you hear the bell: stop immediately, clean up, and quickly transition to the carpet."

Review all of the anchor charts.

Begin rotations with all five stations. Start with just 10 minute rounds and work slowly towards 15-20 rounds, each day.

Walk around and meet with children, but you'll eventually be able to pull guided reading groups. At first just listen to them read, look at their writing, and make sure everyone is on task. Check in whole group between each rotation at the beginning, but eventually you can do mini lessons between rounds or have children simply rotate from one round directly to the next.

I do not let children pick their stations for the first two weeks. In my opinion, they need to see how it works before they can start making their own choices. I then only let them change their rotation order every two weeks. I try to let them know which round I will probably be pulling them, so they can try to pick their least favorite station during that round. I also rotate the order they can make their choices (because stations fill up). So the first time, I might let yellow table pick first, then red, next blue and finally green. Two weeks later, I would let red pick first, then blue, next green and finally yellow. I would continue this rotation every two weeks, so that it stays fair.

There are lots of ways that teachers can set up their Daily Five schedules. I took five pizza pans from the Dollar Store and posted them to the wall with packing tape (it didn't pull off the paint at the end of the year – thank goodness!) I divided the pans into five slices using pipe cleaners and hot glue. I labeled each part of each pan with each Daily Five station. Then I laminated one inch student pictures (five of each child) and put magnetic tape on the back. Students could then place their pictures on each pan for each round of Daily Five. If I only had five MP3 players, then I would draw five one inch rectangles on each pan for Listen to Reading. This would show the students that there were only five spots at that station for each round. I ended up using the computers as a choice for Word Works (spelling city, mostly), so I drew four rectangles for that station – so that I didn't end up with more people at that station, than computers. I also drew the number of rectangles I wanted at the other stations, making sure that the

total equaled my total number of students and that Read to Someone had an even number of spots.

You may want to use Donors Choose (they have dollar for dollar matching codes every season and sometimes for 'new to them' teachers) to get Coby MP3 players. They are not great quality, but are a good price. Then I bought a cassette to digital file converter from Amazon and downloaded all of my cassettes. I made a playlist of books for each month. Finally, I put those books into large labeled Ziplocks and would switch them out every month.

I used a chart, similar to the one below to keep track of where students were going – but this is completely optional. It's really only necessary if you have students that might move pictures around after everyone has made their choices. TT is Teacher Table, R is Read to Self, RtS is Read to Someone, LR is Listen to Reading, WOW is Work on Writing, and WW is Word Works. The numbers stand for which round they would visit that station.

	R	RtS	LR	WOW	WW		TT		
Student Names	5	1	2	3	4		5		
	5	4	3	2	1		5		
	5	1	3	4	2		5		
	5	3	1	4	2		4		
	2	5	1	4	3		4		
	1	4	3	5	2		4		
	4	5	2	3	1		4		
	3	2	5	1	4		3		
	5	3	4	1	2		3		
	3	4	2	1	5		3		
	4	1	3	2	5		3		
	4	1	5	2	3		2		

	3	2	4	5	1		2		
	3	4	1	2	5		2		
	4	2	5	3	1		2		
	3	5	1	2	4		2		
	1	2	5	3	4		1		
	1	5	2	4	3		1		
	3	2	5	1	4		1		
	2	3	4	5	1		1		
	1	3	2	4	5		1		
	1	4	3	5	2		1		