Welcome Back!
• Daily 5
• Journeys
Fremont Public Schools
Fall In-Service 2010

Today's Agenda

- Before Day 1
- Launching Read to Self
- Launching Work on Writing
- Break
- Launching Read to Someone
- Launching Word Work
- Launching Listen to Reading
- Literacy Block Schedule and Daily 5
- Break
- Merging Daily 5 with Journeys
- Grade Level Planning

Housekeeping

- Pacing Guides and Handouts
- Post-Its and Tabs
- Sample I-Charts/Anchor Charts
- Feel free to ask questions throughout the morning

Implementation of Daily 5 Check List
BEFORE DAY 1

Implementation of Daily 5 Check List

BEFORE DAY 1

- ☐ Have a book box ready for each student (put together and labeled with their name).
- ☐ Pre-select 2-3 books to put in each child's book box that they can either read the words or read the pictures (use for launching Read to Self).
- ☐ Decide on a *quiet signal* that you will use during Check In or when you need students' attention.
- ☐ Establish a gathering place.
- ☐ Remember to use "10 Steps to Improve Muscle Memory" when launching a new Daily 5 task.

10 Steps to Improve Muscle Memory

1. Identify what is to be taught.
2. Set a purpose and a sense of urgency.
3. Brainstorm behaviors desired using an I-Chart.
4. Model most-desirable behaviors.
5. Incorrect model (least-desirable behaviors), then correct model (most-desirable behaviors).
6. Everyone practice and build stamina (3 minutes).
7. Teacher stays out of the way.
8. Quiet signal – Come back to group.
9. Group Check In – "How did you do?"
10. Repeat 1 through 9.

10 Steps to Teaching and Learning Independence

1. Identify what is to be taught
2. Setting Purpose – Sense of Urgency
3. Brainstorm behaviors desired using an I chart
4. Model most desirable behaviors
5. Model least desirable behaviors then desirable
6. Place students around the room
7. Everyone practice and build stamina (3 minutes)
8. Stay Out of the Way
9. Quiet Signal – Come back to Group
10. Group Check In – "How Did You Do?"

Gail Boushey & Joan Moser
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Before Day 1: Browsing Boxes

- **Daily 5 Video Clip-What's In the Book Box?**
- **Where do you keep the browsing boxes?**
  - **One location against a wall out of the way; under the chalkboard/whiteboard/Smartboard**
  - **In clusters of 4-5 around the room by desks or bookshelves**
  - ***You decide; the most important thing to remember is to have students keep their browsing boxes in the same location all year***
- **What do you put in the browsing boxes?**
  - **"Good Fit Books" are books at a child's independent reading level. Richard Allington stated in recent research that a child's independent reading level is where they can read 99.9% of the words with 90% comprehension.**
  - **Don't forget to consider a child's interests**
  - **3 Ways to Read a Book; pictures, words, retell**

Before Day 1: Browsing Boxes

- **Where do you get materials for browsing boxes?**
  - **classroom library**
  - **old Weekly Readers/Scholastic News/Reading A-Z**
  - **leveled Guided Reading books**

- **Daily 5 Video Clip-Book Boxes-Changing the Books**

- **When and how do you change the books in the browsing boxes?**
  - **Handout #4**

Launching Read to Self
Pacing Guide Day 1-2

The Daily 5-page 47

Handout #15

3 Ways to Read a Book

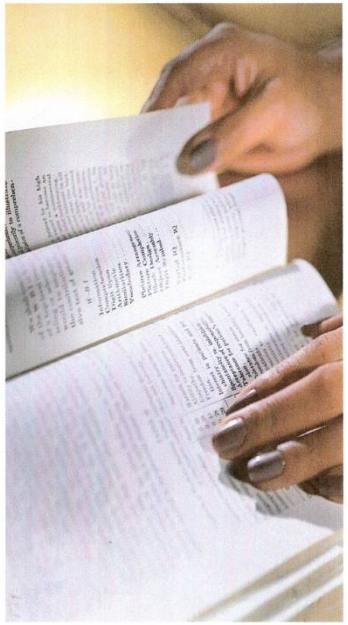
- Read the pictures.
- Read the words.
- Retell the story.

Pacing Guide Day 6
Good Fit Books

The Daily 5-page 30

Handout #13-17

Good Fit Book



I PICK

I look at a book

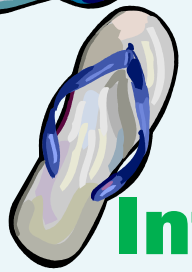
P urpose

I nterest

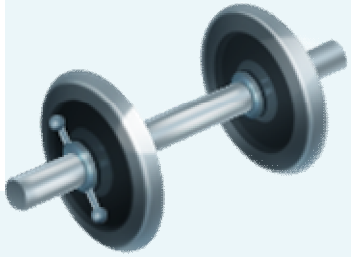
C omprehend

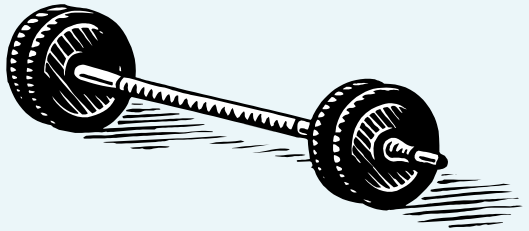
K now all the words

Primary



Intermediate





Launching Read to Self

The Daily 5-Launching Read to Self-page 49

Handout #12

Daily 5 Alive Video-Read to Self

- Three Ways to Read a Book
- I-Chart
- Correct and Incorrect Models
- Placing Children Around the Room
- Check-In

Launching Work on Writing
Pacing Guide Day 6

The Daily 5- Launching Work on Writing-page 81

Handout #18-19

From the *Journeys* series:

- Reader's response journals
- Separate from Units of Study
- Seasonal Writing
- Explore different genre (descriptive, persuasive, poetry, etc.)
- Model writing words they don't know (p82)
- Break-Post Its

Launching Read to Someone
Pacing Guide Days11-18

Post It Q&A

The Daily 5-Launching Read to Someone- page 61

Handouts #20-21

Daily 5 Video-Intermediate Video-Choosing a Partner

Launching Read to Someone
Pacing Guide Days11-18

The Daily 5-page 63

Students should sit E-E-K-K
Elbow to Elbow, Knee to Knee

We're elbow to elbow
and knee to knee-
we're reading together,
my buddy and me!

Launching Read to Someone
Pacing Guide Days11-18

Different Ways to Read to Someone

The Daily 5-pages 63-64

- I Read, You Read
- Choral Read
- Reading One Book
- Reading Different Books

Launching Read to Someone
Pacing Guide Days11-18

Check for Understanding, Days 11-16

The Daily 5-pages 64-65

Handout #22

- You read, They retell
- You read, You retell
- Excellent strategy for nonfiction
- Demonstration volunteers
- Daily 5 Video Clip-Check for Understanding

Launching Read to Someone
Pacing Guide Days11-18

Coaching or Time, Days 17-18

The Daily 5-pages 73-75

Handout #23

- Two important parts to this strategy:
  - reading the words
  - comprehension

Coaching solidifies these strategies for both students

Launching Word Work
Pacing Guide Days 19-20

The Daily 5 –Launching Word Work pages 86-87

Handout #24-28

- Vocabulary, Spelling
- *Journeys:* blackline masters in <u>Grab and Go</u>, Practice books, online; Projectables
- White boards, markers, erasers
- Magnetic letters, Wikki Stix, Play doe, Beans, Salt tray, Letter Stamps, etc.
- *Does anyone have anything to add?*

Daily 5 Video Clip-Introducing Materials and Words to Practice on Word Wall

Launching Listen to Reading
Pacing Guide Days 21-22

The Daily 5-Launching Listen to Reading-page 75

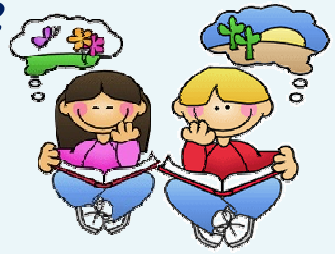
Handout #29-31

- Important for students to hear what fluent reading sounds like
- CD, websites, books on tape/CD/MP3
- Read aloud by classroom teacher

Journeys and Daily 5
Pacing Guide Day 23
Putting it all together

Read to Self
- Student Edition
- Leveled Readers

Read to Someone
- Student Edition
- Leveled Readers

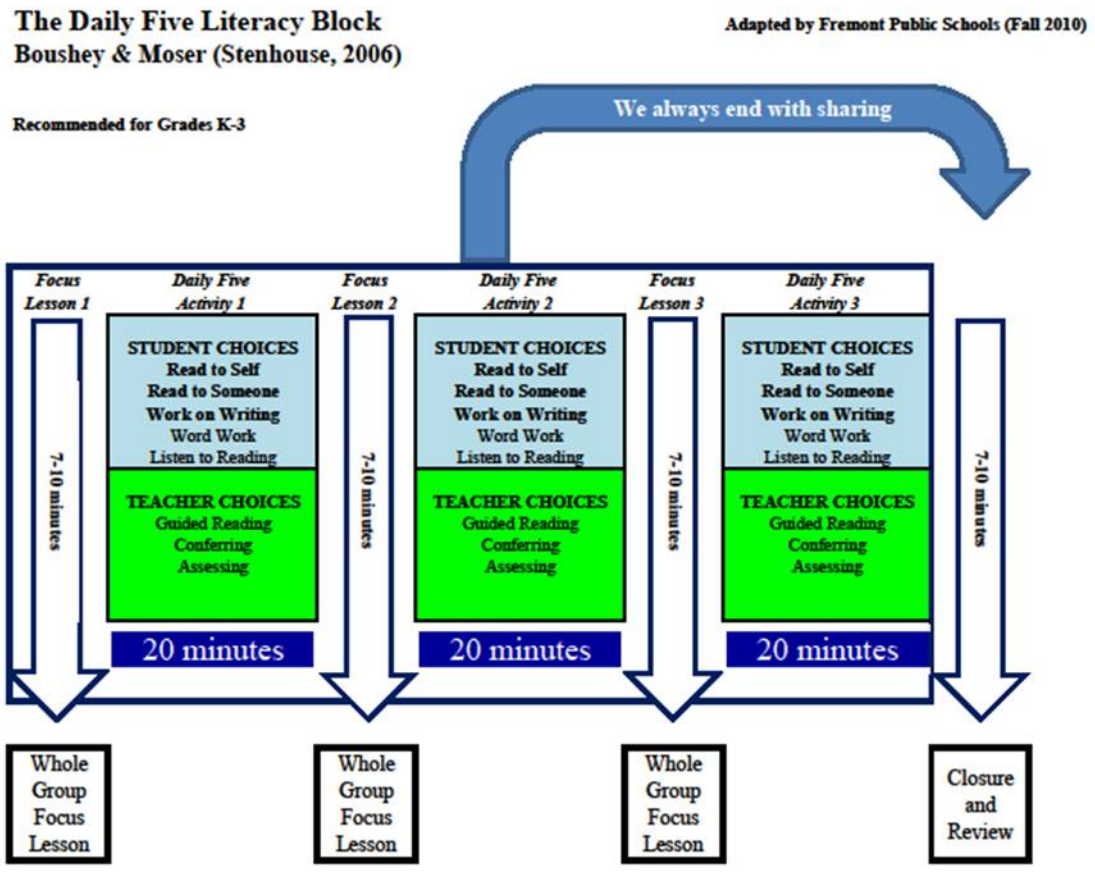


Listen to Reading
- Student Book
- Audio CD

Work on Writing
- Reader's Response Journal
- Vocabulary in Context Cards
- Writing suggestions from *Journeys*
- Ready Made Work Stations

Word Work
- Phonics
- Spelling
- Vocabulary
- Ready Made Work Stations

Daily 5/Literacy Block Format



Daily 5/Literacy Block Format

90 will have 3 rounds containing:

<u>Round 1</u>

7-10 minutes of whole group Focus Lesson followed by

15-20 minutes of independent work/teacher doing small group

<u>Round 2</u>

7-10 minutes of whole group Focus Lesson followed by

15-20 minutes of independent work/teacher doing small group

<u>Round 3</u>

7-10 minutes of whole group Focus Lesson followed by

15-20 minutes of independent work/teacher doing small group

Journeys and Daily 5
Pacing Guide Day 23
Basal Stories

- Option 1
- Option 2
- Option 3
  - Break
- Pacing Guide

Now it's your turn…….

See if you can plan your literacy block on your own or with your colleagues.