

# VIEWING GUIDE

## the daily 5 alive!

strategies  
for literacy  
independence

read to self  
read to someone  
listen to reading  
work on writing  
word work



Gail Boushey and Joan Moser  
"The Sisters"

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*The Daily Five* (Boushey and Moser 2006) is available at [www.stenhouse.com](http://www.stenhouse.com)

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## DVD Segment Lengths

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<b>Part I: Introduction and Read to Self</b> .....	(30:55)
Introduction .....	(1:55)
Read to Self: Three Ways to Read a Book .....	(5:44)
Read to Self: I-Chart .....	(10:30)
Read to Self: Correct and Incorrect Models .....	(5:55)
Read to Self: Placing Children Around the Room ..	(3:31)
Read to Self: Check-In .....	(3:15)
<b>Part II: Read to Someone</b> .....	(32:49)
Read to Someone: EEKK .....	(3:38)
Read to Someone: Check for Understanding .....	(8:40)
Read to Someone: Choosing a Partner .....	(11:34)
Read to Someone: I-Chart .....	(8:54)
<b>Part III: Work on Writing and Closure Activities</b> ..	(18:57)
Work on Writing: Unknown Words .....	(4:18)
Work on Writing: I-Chart .....	(8:10)
Daily Five: First Round Check-In .....	(3:35)
Daily Five: Student Sharing .....	(2:42)

## Introduction

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Joan Moser and Gail Boushey are “The Sisters”—a teaching and consulting team based near Seattle, Washington. They have developed The Daily Five, an integrated literacy instruction and classroom management system for use in reading and writing workshops. *The Daily Five Alive!: Strategies for Literacy Independence* is an eighty-five minute DVD filmed over four days in Joan Moser’s K–2 multiage classroom in Washington state. It is designed to assist teachers in implementing The Daily Five in their classrooms.

The lessons in *The Daily Five Alive!* demonstrate how students are taught the principles and practices of the Daily Five system through instruction, modeling, repeated practice, and reflection. The DVD includes demonstration lessons from three of the five components of the Daily Five system—Read to Self, Read to Someone, and Work on Writing. Lessons from the last two components of the Daily Five (Listen to Reading and Word Work) aren’t included, but viewers will see students at work in these activities during independent practice periods.

This guide is designed to help facilitators use *The Daily Five Alive!* in workshop settings. The plans provided are flexible, allowing you to tailor the suggestions to the needs of your group.

The CD-ROM that is included in this package contains electronic files for the viewing guide and larger images of all of the figures you’ll find at the end of this guide. Figure 6: the Check-In Form is in Microsoft Word format and can be filled in electronically. The other electronic files are in PDF format and will require Adobe Acrobat Reader to access. To view and print these documents, insert the CD-ROM into your computer’s CD-ROM drive. On most PC computers, the CD-ROM should start automatically. If it does not, then open it like any other CD and double-click the file “Main” to start this program. On Macintosh computers, double-click the disc icon on your desktop, then double-click the “Mac Users Start Here” file to start the program.

We encourage facilitators using this DVD in professional development settings to begin by purchasing and distributing to each participant copies of the companion book, *The Daily Five: Fostering Literacy Independence in the Elementary Grades* (Stenhouse 2006), prior to the workshop sessions. While it isn't essential that viewers read the book first, having the companion text on hand will answer many of the questions teachers have about the research base for The Daily Five, troubleshooting, and ongoing support for the program.

Support materials for each section of this guide include:

1. questions for discussion
2. workshop activities
3. suggested readings from *The Daily Five*, the companion text
4. handouts of readings, graphics, and reproducibles linked to lessons in the series

The handouts and graphics are on the enclosed CD-ROM and can be viewed and printed from your computer.

## Part I: Introduction and Read to Self (30:55)

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### Notes for Facilitators

You may want to distribute copies of Figure 1, The Daily Five Literacy Block; Figure 2, Read to Self Launching Chart and Focus Lessons; and Figure 3, Ten Steps to Muscle Memory. These figures are included on the enclosed CD-ROM so that you can print out multiple copies from your computer. If participants have a copy of *The Daily Five*, they may also want to refer to *Launching the Daily Five: The First Five Weeks*, in the appendix.

These materials will help viewers understand how the elements of Read to Self are part of the larger Daily Five program, built on research principles. You might also want to keep a copy handy of Figure 7, Frequently Asked Questions (printable from

the CD-ROM), to answer any questions that come up about the classroom and taping logistics.

## Questions for Discussion

- What is your experience with the Daily Five? What do you find challenging or intriguing in the program?
- Why do you think Joan and Gail introduce each Daily with an I-Chart?
- What role do the students have in constructing the I-Chart?
- Joan and Gail use the language “what would it look like, feel like, sound like,” in introducing the Dailies. Why do you think they use this language?
- Why do you think students are asked to model a correct as well as an incorrect model?
- What student would you choose to provide an incorrect model? Why?
- Joan and Gail talk about colleagues who have struggled to implement the Daily Five because they have skipped steps like placing children around the room. After viewing *Read to Self*, what steps do you do well in your classroom? What steps need work?

## Recommended Reading

Chapters 1, 2, and 4 of *The Daily Five*.

## Workshop Extensions

### Workshop 1

Ask everyone to try completing an I-Chart for *Read to Self* with students. Bring the I-Charts to the next workshop session, and compare:

- Where are the similarities in the I-Charts?
- Where are the differences?
- When did students need prompting to add specific elements to the I-Charts?

## Workshop 2

Ask participants to think of who in their class is the anticipated “barometer child” (the first child they think will run out of stamina for continued reading). Over the course of the next few days during Read to Self, ask participants to make note of the actual barometer children, tracking the behaviors elicited. Bring the notes to the next session and discuss:

- Are there consistencies from day to day with the barometer children (i.e., behaviors, places they sit, who they might be sitting near, book choice)?
- Are there things that could be done to help those children read for longer periods?

Discuss strategies each teacher uses to help nudge children into lengthening their stamina. Ask participants to use a piece of graph paper to chart the number of reading minutes done by students each day.

## Workshop 3

Talk about the concept of Three Ways to Read a Book and view the segment again. What students in your class would benefit from reading the pictures, reading the words, or retelling the story? If you teach older students, what material might you use to model reading the pictures?

### Workshop 4

Joan and Gail place students around the room when they are launching Read to Self. Think about each of your students. Where do you think each should be placed to be most successful? Try placing students and record their behaviors. The next day, place students in different spots and notice if there is a difference in attention and stamina. Talk about the differences and what you noticed with your colleagues.

## Part II: Read to Someone (32:49)

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### Notes for Facilitators

You may want to distribute copies of Figure 1, The Daily Five Literacy Block; Figure 4, Read to Someone Launching Chart and Focus Lessons; and Figure 3, Ten Steps to Improve Muscle Memory. These figures are included on the enclosed CD-ROM so that you can print out multiple copies from your computer. If participants have a copy of *The Daily Five*, they may also want to refer to Launching the Daily Five: The First Five Weeks in the appendix.

These materials will help viewers understand how the elements of Read to Someone are part of the larger Daily Five program, built on research principles. It is especially important to remind viewers that each element of the Daily Five is introduced and reinforced over a period of days or weeks. The biggest mistake teachers make in implementing the Daily Five is to move too quickly through the elements, instead of taking the time necessary to reinforce the principles and behaviors till students master them.

You might also want to keep a copy handy of Figure 7,

Frequently Asked Questions (printable from the CD-ROM), to answer any questions that come up about the classroom demographics and time of filming.

## Questions for Discussion

- Compare the I-Charts for Read to Self and Read to Someone. What similarities and differences do you notice?
- Gail and Joan note that many teachers do not like partner reading because it is noisy and/or difficult to manage. Do you like partner reading? Why or why not?
- What strategies are you going to try for implementing partner reading in your classroom?
- If you currently have a partner reading program, what do you plan to revise or reteach in the program, based on what you've seen on the DVD?

## Recommended Reading

Chapter 5 of *The Daily Five*.

## Workshop Extensions

### Workshop 1

Ask everyone individually to come up with one problem that crops up in their partner reading program (i.e., trouble choosing partners, noise level too high). Share the problems among the group, and have each participant pick one element from the DVD to try with his or her class to address the program. These elements might include teaching students how to select partners or adding a "check for understanding" visual cue to expectations during reading. Schedule a follow-up meeting in a

week to talk about what went well and what didn't after participants have made the changes in their classrooms.

### **Workshop 2**

At times partner reading may be noisy. What strategies help your students remember to maintain a respectful noise level in the classroom? Share these with your colleagues, with each participant trying a colleague's suggestion. Bring back your results and share them with each other. Which of these suggestions will you incorporate into your launching of Read to Someone?

### **Workshop 3**

Joan and Gail suggest using partner groups of only two. Try groups of three or four readers during partner reading, jot down your observations, and share them with your colleagues.

### **Workshop 4**

There are different ways to read to someone—for example, "I read, you read," "we both read the same book," or "we read different books." Do your students have another favorite way to partner read? Share your insights with your colleagues.

## **Part III: Work on Writing and Closure Activities (18:57)**

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### **Notes for Facilitators**

You may want to distribute copies of Figure 1, The Daily Five Literacy Block; Figure 5, Work on Writing Launching Chart and Focus Lessons; and Figure 3, Ten Steps to Improve Muscle Memory. These figures are included on the enclosed CD-ROM so that you can print out multiple copies from your computer. If

participants have a copy of *The Daily Five*, they may also want to refer to *Launching the Daily Five: The First Five Weeks* in the appendix to see where the launch of Work on Writing fits into the larger scheme of implementing The Daily Five.

Joan also mentions goal setting and the CAFE menu in talking with students about their Daily Five choices. The CAFE (Comprehension, Accuracy, Fluency, and Expanding Vocabulary) assessment system was developed by the Sisters to help students target different reading skills to work on independently. For more information on CAFE, you can visit the Sisters' website at [www.the2sisters.com](http://www.the2sisters.com) or Stenhouse Publishers at [www.stenhouse.com](http://www.stenhouse.com).

The DVD doesn't include specific lessons for the Listen to Reading or Word Work elements of the Daily Five. Availability of equipment and resources can be an issue for Listen to Reading, and many schools have very specific requirements for word work programs. You might want to talk through with participants how Listen to Reading and Word Work components of the Daily Five can be integrated into classrooms, within whatever constraints you face at your school.

You might also want to keep a copy handy of Figure 7, *Frequently Asked Questions* (printable from the CD-ROM), to answer any questions that come up about the classroom demographics and time of filming.

## Questions for Discussion

- Gail and Joan find that the most important strategy to teach students for Work on Writing is to underline unknown words. Why is it essential to teach this strategy?
- Some teachers have a separate writer's workshop as part of their literacy block. What are the benefits and drawbacks to adding a separate writer's workshop to the curriculum, in addition to the Daily Five Work on Writing component?
- Joan uses a master form to list student choices for the

Dailies. How do you keep track of the choices students make?

- Why do you think Gail and Joan close with a student sharing of what they have learned?
- How might you display and reinforce the I-Charts developed for each of the Daily Five components?
- The DVD doesn't include lessons from Listen to Reading or Word Work. What core elements from I-Charts that you've seen on the videos might you include in introducing these last two components?

## Recommended Reading

Chapters 6 and 7 of *The Daily Five*.

## Workshop Extensions

### Workshop 1

Distribute copies of Figure 6, Check-In Form (printable from the CD-ROM and editable in Microsoft Word). Ask everyone to try using the form with students as they make their Daily Five choices. Participants need not have implemented the entire program—in fact, it's easier to begin using the form when students are making a choice between only two or three of the options. That way, teachers can see what issues emerge and address them before all elements of the Daily Five are in place.

### Workshop 2

Periodically, there are two areas that can present slight roadblocks for students and teachers during the Work on Writing choice of Daily Five—what to write about and what genre to attempt.

Ask everyone to brainstorm two lists with their students:

- What forms of writing do we know and use?
- Where do we get topic ideas to write about independently?

Bring the charts to the next workshop session and compare lists.

- Are there any ideas from a colleague's list that you could introduce to your children?
- Are their similarities between grade-level lists? Differences?

*Note:* Electronic files for the following figures can be found on the enclosed CD-ROM. You can insert the CD-ROM into your computer, open the files, and print multiple copies of the figures as needed for the workshop setting.

*To Start the CD-ROM:*

*PC users:* The CD-ROM should start automatically once it's inserted into your computer's CD drive. If it does not, then open it like any other CD and double-click the file "Main" to start this program.

*Macintosh users:* Insert the disc into the CD drive, double-click the disc icon on your desktop, then double-click the "Mac Users Start Here" file to start the program.

Figure 1 The Daily Five Literacy Block

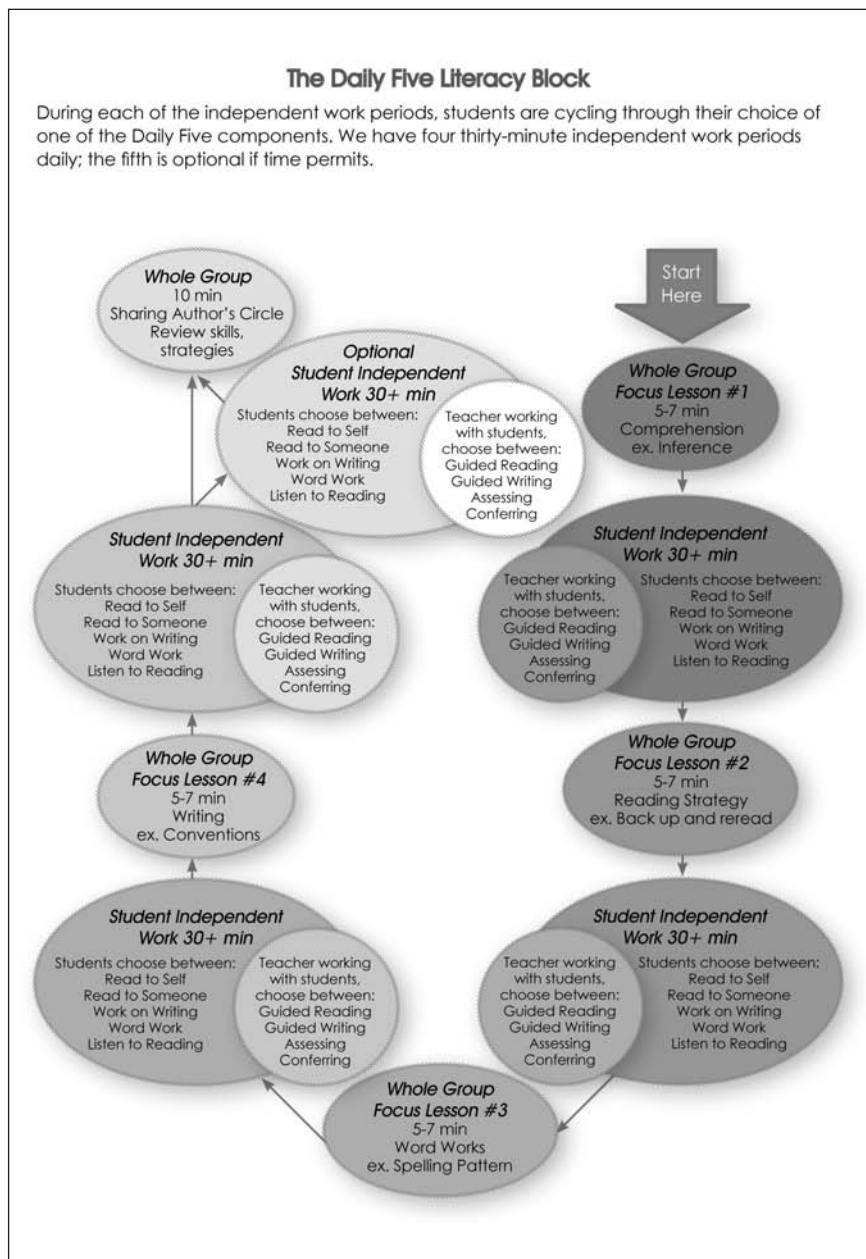


Figure 2 Read to Self Launching Chart and Focus Lessons

<i>Teaching Actions</i>	<i>Student Behaviors</i>	<i>Materials</i>
<b>Setting Purpose for the Day</b> <b>Sense of Urgency for Read to Self</b>	Become a better reader. It is fun. Practice skills.	
<b>Focus Lesson</b> Three ways to read a book Choose a story and read it three different ways. Read the pictures. Read the words.	Listen to story.	Picture book
<b>Brainstorm Read-to-Self Behaviors</b> Behaviors and ideas are made visual by writing them on an I-chart. Read to Self Student            Teacher	Discuss and brainstorm Read-to-Self behaviors.	Chart paper
<b>Correct Model</b>	One to three students model the appropriate Read-to-Self behaviors in front of whole class.	Book box or reading material
<b>Incorrect Model</b>	One or two students model the inappropriate Read-to-Self behaviors in front of whole class, then model correct behaviors.	Book box or reading material
<b>Building Stamina—3-Minute Practice</b> Teacher stays out of the way of children's reading. No eye contact or managing by proximity at this time. Teacher may practice sitting at guided reading or assessment spot.	Children, with their book boxes, are placed around the room. Students practice Read to Self for 3 minutes.	Designated spaces around the room that are comfortable (e.g., under tables, carpeted reading nooks, couches, pillows)
<b>Signal and Check In</b> Teacher signals for students to return to the whole group.	Check in—How did it go? Review anchor chart.	Chimes, lights, or bell
<b>Model Again</b>	One or two students model appropriate and inappropriate behaviors, always ending with appropriate behaviors.	Book box or reading material
<b>Building Stamina—3-Minute Practice</b>	Repeat 3-minute practice.	Designated spaces around the room that are comfortable (e.g., under tables, carpeted reading nooks, couches, pillows)
<b>Signal and Check In</b> Teacher signals for students to return to whole group.	Check in—How did it go? Review anchor chart.	Chimes, lights, or bell
<b>Closure</b> <b>Review the Lesson.</b>	What did we learn?	I-chart

Figure 2 (continued)

## Focus Lessons for Read to Self

### 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.

### Day 2

- Model and practice “Three Ways to Read a Book.”
- Review I-chart.
- Model and practice student behaviors of Read to Self.
- Continue building 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, extending stamina.

### Day 4

- Continue to review I-chart.
- Teach how to choose good-fit books.

Once a focus lesson is taught, students Read to Self and continue to build stamina.

Add a few minutes each day until primary students are up to 30 minutes and intermediate students can sustain for up to 45 minutes.

Figure 3 Ten Steps to Improve Muscle Memory

### Ten 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 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.

Figure 4 Read to Someone Launching Chart and Focus Lessons

<i>Teacher Actions</i>	<i>Learning Behaviors</i>	<i>Materials</i>
<b>Setting Purpose for the Day</b> <b>Sense of Urgency for Read to Someone</b>	Become a better reader. Work on fluency. Practice skills It is fun.	
<b>Focus Lesson</b> How to sit—EEKK Check for understanding	Model with students EEKK— Elbow, Elbow, Knee, Knee. I just heard you read . . . (who, what).	Partners Partners and “check mark” (optional)
<b>Brainstorm Read-to-Someone Behaviors</b> Behaviors and ideas are made visual by writing them on an I-chart. Read to Someone Independence Student            Teacher	Discuss and review behaviors.	Chart paper
<b>Correct Model</b>	One to three students model the appropriate Read-to-Someone behaviors in front of whole class.	Book box or reading material and partners
<b>Incorrect Model</b>	One or two students model the inappropriate Read-to-Someone behaviors in front of whole class, then model correct behaviors.	Book box or reading material and partners
<b>Building Stamina—3-Minute Practice</b> Teacher stays out of the way of children’s reading. No eye contact or managing by proximity at this time. Teacher may practice sitting at guided reading or assessment spot.	Students practice Read to Someone for 3 minutes.	Designated spaces around the room that are comfortable (e.g., under tables, carpeted reading nooks, couches, pillows)
<b>Signal and Check In</b> Teacher signals for students to return to the whole group.	Students return to gathering place and check in—How did it go? Review I-chart for Read to Someone, behaviors of EEKK, and Check for Understanding.	Chimes, lights, or bell
<b>Model Again</b>	One or two students model appropriate and inappropriate behaviors, always ending with appropriate behaviors.	Book box or reading material and partner
<b>Building Stamina—3-Minute Practice</b>	Repeat 3-minute practice.	Designated spaces around the room that are comfortable (e.g., under tables, carpeted reading nooks, couches, pillows)
<b>Signal and Check In</b> Teacher signals for students to return to whole group.	Check in—How did it go? Review I-chart for Read-to-Someone and behaviors of EEKK and check for understanding.	Chimes, lights, or bell
<b>Closure</b> <b>Review the Lesson.</b>	What did we learn?	I-chart

Figure 4 (continued)

## Focus Lessons 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.

### 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.

### Day 3

- Brainstorm and practice "How to Choose Books."  
  - Talk about it and make a deal.
  - Rock, paper, scissors

### Day 4

- Brainstorm and practice where to sit in room.

### 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."

### Day 6

- 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.

Once a focus lesson is taught, students read to someone and build stamina.

Each day add a few more minutes until they are up to 30 minutes for primary students and 45 minutes for intermediate students.

Figure 5 Work on Writing Launching Chart and Focus Lessons

<i>Teaching Behaviors</i>	<i>Learning Behaviors</i>	<i>Materials</i>
<b>Setting Purpose for the Day</b> <b>Sense of Urgency for Work on Writing</b>	Become a better reader and writer. We care about writing and the people who read it. Choice of what to write about It is fun.	
<b>Focus Lesson</b> How to write words you can't spell	Model writing, showing what to do during writing when you can't spell words—underline and go on.	Notebook Pencil/pen Chart paper
<b>Brainstorm Work-on-Writing Behaviors</b> Work on Writing Independence Student Teacher	Write student responses on I-chart	Chart paper
<b>Correct Model</b>	One to three students model the appropriate Work-on-Writing behaviors in front of whole class.	Notebook Pencil/pen
<b>Incorrect Model</b>	One or two students model the inappropriate Work-on-Writing behaviors in front of whole class, then model correct behaviors.	Notebook Pencil/pen
<b>Building Stamina—Practice</b> Teacher stays out of the way of children's reading. No eye contact or managing by proximity at this time. Teacher may practice sitting at guided reading or assessment spot.	Students practice Work on Writing for 3 minutes.	Notebook Pencil/pen
<b>Signal and Check In</b>	Teacher signals for students to return to the whole group. Check in—How did it go? Review I-chart.	Chimes, lights, or bell
<b>Model Again if Time Allows.</b>	One or two students model appropriate and inappropriate behaviors, always ending with appropriate behaviors.	Notebook Pencil/pen
<b>Building Stamina—Practice</b>	This second practice allows students to build stamina.	Notebook Pencil/pen
<b>Signal and Check In</b>	Teacher signals for students to return to whole group. Check in—How did it go? Review I-chart.	Chimes, lights, or bell
<b>Closure</b> <b>Review the Lesson.</b>	What did we learn?	Anchor chart

Figure 5 (continued)

## Focus Lessons for Work on Writing

### Day 1

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

### Day 2

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

### Day 3

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

### 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.



**Figure 7** Frequently Asked Questions*Where was the program filmed?*

The program was filmed in Joan Moser's K–2 multiage classroom in Washington state. Gail is a literacy specialist at a nearby school, and she frequently visits the classroom and coteaches with Joan.

*When was the program filmed?*

The program was filmed in September, three weeks after the start of school. Because this is a multiage classroom, there is a wide range of experiences with the Daily Five among the students. Some are starting their third year of the program, while the youngest students have experienced the Daily Five for only twelve days.

*Joan uses the terms novice, apprentice, practitioner, and expert to direct the behavior of students. What is the student understanding of these terms?*

In Joan and Gail's classrooms, everyone uses these terms in this way to define behaviors while learning a new skill, task, or strategy:

*Novice:* just beginning

*Apprentice:* moving forward

*Practitioner:* standard for academics and goal for behaviors

*Expert:* above and beyond

For each behavior, such as group time, the teachers define what it looks like as a novice, apprentice, practitioner, and expert. This provides children the opportunity to place themselves on a learning continuum and is a respectful way to help everyone see how to move themselves forward toward mastery of a skill or behavior.

*Joan and Gail mention the CAFE assessment system and Writing Targets. How are these integrated into the Daily Five?*

CAFE is an acronym for Comprehension, Accuracy, Fluency, and Expanding Vocabulary. This system has been developed by the Sisters to help students set goals in reading. The Writing Targets program serves a similar function for writing. As students cycle through the Daily Five tasks, they meet informally with their teacher to set reading and writing goals within these assessment systems. For more information on CAFE or Writing Targets, you can visit the Sisters' website at [www.the2sisters.com](http://www.the2sisters.com).



**Note:** A CD-ROM is also included with this DVD product. On it, you will find electronic files of forms and documents that you can print as needed for the workshop setting.

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