



Workshop Guide

Intermediate Daily 5



This guide includes reflection questions and templates to support your viewing of the Intermediate Daily 5 DVD, as well as suggestions for using the DVD in workshop settings with colleagues. The guide is divided by the chapter headings for each section of the DVD.

Introduction

There are 5 tasks that comprise the Daily 5:

- *Read to self
- *Work on writing
- *Read to someone
- *Word work
- *Listen to reading

- Which do you already have in place? Which are goals for your classroom?
- The Sisters talk about the "Steps to Independence." Discuss the level of independence your students have. How do you build that? What challenges do you currently have with independence?
- Gail and Joan say that the Daily 5 is a structure, not a curriculum. Think about the curriculum in your district. How might the Daily 5 help you organize your literacy block more effectively?
- How are the Daily 5 rotations the same or different from what you have in place for your literacy block?
- The Sisters discuss crowded classrooms and social issues that students at this age typically have. What are some of the social issues that you work on in your classroom?

Chapter 1 Three Ways to Read a Book (Grade 5)

- Gail shares the three ways to read the book with students. Have you ever thought about reading in this way?
- How do you teach students to read words and images together?
- This was a review for the students. How do you decide when to reteach/review something you've already taught?

Chapter 2 Good-Fit Books (Grade 5)

- What are some of the strategies you currently use for supporting students in choosing books?

- Gail and Joan started with the strategies students already knew. Do you think this was effective for this lesson? Why or why not?
- The Sisters say, "We assume students already have some strategies." Do you agree with this statement?
- The Sisters often follow up student responses with an invitation, "Tell us more about that." This invites the student to add more to the conversation. How do you encourage students to converse and reflect upon their reading?
- Discuss the strategies on the "I PICK" chart. Which strategies do you think your students use? Which can they use more instruction on?
- Are there any other strategies you would add to the list?
- Discuss the weight metaphor. Can you think of any other metaphors that might help students understand "good-fit books"?
- Do you currently use any type of notebook to support students understanding of minilessons?

Chapter 3 Read to Self I-Chart (Grade 4)

- Joan starts the conversation with "Why do we read to ourselves?" Why are open-ended questions essential in the intermediate grades?
- The majority of this lesson was on the student side of the I chart. Joan introduces this as "What would it look like? What would it feel like? What would it sound like?" How does this support student independence?
- Even though students know many of the points on the chart, Joan says this lesson "jogs memories". Why are conversations like this important, especially early in the year?
- Discuss the line Joan uses when talking about stamina: "Some days it's going to be harder than others."
- A bit of this lesson is on the teacher's role. Why is this piece important for kids to understand?
- An important part of the modeling by students is on how the things on the chart need to work together. How do you work with your students to integrate strategies in the intermediate grades?
- Joan mentions that with primary students, the teacher places students in spots around the room for independent reading. What are some ways you help your students make good choices about where to read so that they are engaged?

Chapter 4 Check-In (Grade 3)

- Discuss the routine of check-in. How might it help students with independence?
- Do you think that this routine is worth the time it takes? Why or why not?
- Do you have students check in in this way? Why or why not?
- What might you do differently after watching this clip?

Chapter 5 Goal Setting Check-In (Grade 4)

- In this classroom, the teacher is adding a requirement to check-in. Once the routine is set, this is easier to do. Discuss the use of check-in for goal setting.
- How does hearing other students' goals help build community and skills?
- The teacher says, "After we go through the whole list, I'll help those who need help with goal setting while the others get started." Discuss this strategy and the message it gives students.
- Gail asks kids to discuss, "Why would we ask you to check in with a goal and a strategy?" Why do you think she asks this question?

Chapter 6 Read to Someone I-Chart (Grade 5)

- How can you build students' experiences with partner reading in the primary grades?
- When do you think it makes sense for students to read together? Why?
- What opportunities do your students have to read together?
- The Sisters say that there is a difference in partner reading in 5th grade. Students won't be doing it every day and some might not do it at all. Discuss this statement, and its implications for the Daily 5.
- Part of this lesson is about management. Since all kids will not be reading aloud, this lesson gives students the opportunity to think about their role. How do you balance teaching for engagement and classroom management?
- The term elbow-to-elbow knee-to-knee seems familiar to these students. Is this a phrase you might use? Are there other phrases you use that help your students visualize and monitor their role during certain routines?
- Do you agree that Reading to Someone should be a choice at intermediate grades? Why or why not?
- I-charts help students understand their role in a routine. Discuss ways you might use I-charts in your classroom.

Chapter 7 Choosing a Partner (Grade 3)

- In this clip, Gail has the students practice one way to find a partner for reading. Is this a strategy you would use? Why or why not?
- What are some other strategies you use for helping students find partners?
- Do you think it is important that students practice strategies like this?
- Discuss the social dynamics involved in your classroom. How do these dynamics influence the way your students choose partners?

Chapter 8 Work on Writing I-Chart (Grade 5)

- Joan and Gail talk about honoring what kids do know with supporting students who are new to the routine. How does this lesson work to meet the needs of all students?
- The lesson begins with two questions - What does independent mean? and Why do we work on writing every day? Why do you think these questions were the starting point for the lesson?
- The Sisters use "turn and talk" as a way to generate the things they hope to see on the chart. Do you use this strategy in your classroom?

Chapter 9 Crowded Classroom Discussion (Grade 6)

- There are some management issues that impact learning that are specific to any classroom. What are some management issues specific to your classroom that might require a lesson or discussion soon?
- The Sisters move students from discussing what they currently do when choosing a space, to what they might do to improve. How does this process support student growth and independence?
- Brainstorming strategies to solve problems often invites students to state creative solutions you may not have considered. How do you handle these suggestions from students? Are you always open to them? Why or why not?
- Gail asks students to call out ideas rather than raising their hands. This makes the conversation more authentic. How can you support your students in participating in this way? Do you think it is important to have this as a goal?
- How do the follow-up questions help students create a visual for what is expected?

Chapter 10 Setting Up Writing Notebooks (Grade 4)

- Before Gail explains the sections of the notebook, she asks students to brainstorm the purpose of a writing notebook. Why is this an effective lead-in to the lesson? What information does this give her that she can use later?
- Gail mentions the book *Notebook Know-How* by Aimee Buckner. Are there professional resources that you rely on for strategies?
- Gail uses the sticky note strips as reminders for students when they go back to their seats. What strategies do you use to help students work independently after a lesson?
- Discuss the sections of notebook and the set-up. Is this a set-up that would work for you? Why or why not?

Chapter 11 Listen to Reading I-Chart (Grade 3)

- Students are familiar with the I-Chart so creating the first in a year may be different from creating subsequent charts. What are some things that might end up on all I-charts?
- What opportunities do your students have for listening to reading?
- Gail uses the same routine when introducing a new I chart. First they brainstorm a chart. Then she asks students to model. Is this the way you would introduce an I-Chart? Why or why not?
- Gail uses the missing chair issue to teach students how to problem-solve. What are some things that occur over and over in your room that seem to interrupt the class like this? How do you help students become more independent at solving those types of problems?
- How does the modeling with getting settled, taking care of materials, etc. help support all students?
- When you are adding new routines to your literacy block, what strategies work for you?

Chapter 12 Word Work I-Chart (Grade 4)

- How does word work fit into your literacy block? What challenges do you face in your word work routines?
- What materials and expectations do your students have for word work time?

- A student commented, "Use them as tools and not toys." How do your students see the tools in your room? Which tools do they have difficulty with? How do you teach them the purpose of different tools?
- Which tools for word work do your students have access to? How do they use the tools? How do you keep them fresh so that the tools continue to be effective?
- How much time do you think is appropriate for word work?
- In the debrief, the teachers talk about refining as you go with a routine. Discuss this idea. Do you agree with it? Why or why not?