



Workshop Guide

Daily 5 in Kindergarten



This guide includes questions and discussion prompts linked to DVD chapters to support viewing of *The Daily 5 in Kindergarten*.

Whole Class Lesson Digraphs

Joan talks about using notes from conferring and small groups to determine needs for whole-group lessons. How do you find patterns in your notes to determine what lessons the whole class would benefit from?

Check-In

Before going into 1st round of Daily 5, Joan does check-in. Why do you think this is important for the students and the teacher?

During this round, Joan pulls small groups. How is this different from the way you use your time during round 1?

Joan gives kids time to "get their brain ready" and to put their "thumb up". She intentionally gives them time to get ready mentally for check in. Is this a technique you use? Do you have another technique that also works well for check-in time?

For check-in time, Joan uses notes to remind students of their goals in the areas they choose. The students also have ownership of their choices. Discuss the ways that both of these components are essential for student choice.

Joan has obviously taught the students how to choose a partner in a kind and efficient way. At the end of the clip, we saw this in action. Is this a strategy that might work for you? Why or why not?

Small Groups - Blends

Joan reminds students of their goal of accuracy a few times during the lesson. Discuss the importance of using this precise language with young children.

Although Joan led the group, students were very active in sharing their strategies within the conversations. How do you balance teacher talk and student talk in small groups?

Some students were more verbal than others in the group, yet all five children were engaged in the learning. How do you assess engagement with students who aren't as comfortable speaking out in a group?

Think about the way Joan gradually released ownership of the activity. She started with easy work and modeled chunking. As she wrote more words, the words became more difficult and she gave over more of the work to the students. How was this effective during this group? Is this something that you do in every small group lesson?

Joan closes with a reminder of what students need to do when they go from the group to their independent reading and writing. She says that she does this at the end of every lesson. How important do you think that piece is in terms of transfer of skills for students?

Debrief of Small Group with Gail Boushey

Gail and Joan discuss the need to move away from isolating skills as quickly as possible. Discuss this idea and the ways you move away from isolated skills.

Small Group-Letters and Sounds

At the beginning of the lesson, Joan reminds students of their goal. This kind of talk is common throughout the Daily 5. How often do you talk with your students about their goals?

The dry-erase boards allow Joan to support students at different levels, because they can work at their own level and speed. What tools do you have that allow you to do this in small groups?

Instead of a "Letter of the Week," Joan uses assessments to determine who needs work with which letters. How do you determine when certain letters and sounds that are introduced and/or practiced?

Joan discusses the importance of individual coaching within the small group. This is much more doable in a small group than in a whole group. Discuss your thinking on individual coaching within small group instruction.

Transition Time

Share songs and activities that work for you during transition times.

Self-Monitoring

Joan discusses how this is a skill built over time. By asking the question, students can begin to discern the differences in their behavior. Yet this means that the responses won't be what you are hoping for at first. Discuss this idea, and what you believe is important for student self-monitoring at this age.

Writing Review

Joan shares the three steps she uses to get students to write - get ideas, rehearse, and then write. She then demonstrates the three steps. Do you follow the same three steps? Why or why not?

Joan reviews many of the things that the class has learned previously while drafting this piece of writing. How do you make sure to introduce and practice the right amount of things for your kindergarten students to grow as writers?

Joan models an editing strategy - underlining words she isn't sure of. She knows that this is a concept that she wants students to understand, and that it will take students time to fully understand. How do you show students you accept different levels of approximation in writing?

There is a balance between modeling and interaction in this lesson. How do you balance modeling and interaction in lessons?

What might the impact of a routine like this have on student writing?

Second Check-In

Joan mentions that she'll time the kids during the second check-in. It is clear that the students are thoughtful about their choices but this routine takes some time. How do you support students in making thoughtful choices but becoming more efficient as the year progresses?

In this round, Joan is clear about using the word "target" with her students when asking them what they will be working on. What language do you use to help students be specific in their choices and goals?

Independent Work Time

The students are very independent when they are thoughtful about their choices. What are ways that you know that students are independent even if they are not quiet?

Do you believe as Joan does that independent time should not be a quiet time? Why?

Conferring: Finger Spaces

Joan uses her conferring notebook during her conference to help remind the child of her goal and to take notes. How do you use your conferring notebook during conferences with students?

Joan says that the conference is quick and focused. What tools does she have in place to make sure of that? What tools do you have in place so that your conferences are efficient?

Joan reminds the child of her goal of finger spacing. Talking to students about their individual goals is part of almost every routine. Discuss the impact of this type of talk with students.

Conferring: Periods

Joan names the things that the child is doing in her writing. Why is this important? How does it support learners?

Joan asks the child "Why did you do that?" so that she can verbalize her thinking. How does this type of talk help students grow?

How important do you think making a plan is for a child before you end a conference?

Conferring: Spelling

Joan starts the conference by asking Max, "What is one of the things you are working on?" Is this similar to the way you start conferences with your students?

Joan watches as Max writes a bit. Why do you think she chose to do that in this conference?

Students in Joan's classroom have a "Personal Word Wall" in the back of their notebook. How do you deal with words that are specific to individual students like Max's word - basketball?

Joan is able to look back in the notebook to talk to Max about his growth as a writer. How do your students keep track of their growth over time?

Whole-Class Share

Joan asks students to notice what they know about each student as a writer. How does a question like this support community as well as individual growth?

Joan asks Janice to show the class her first page and the new one to see the growth. How might this support students in their self-reflection?

Joan goes back and forth between the group's comments and the child sharing-asking questions about the comments made. Why do you think that conversation and balance is critical?

Math Daily 5: First Round

The Math Daily 5 follows a similar routine as the Literacy Daily 5. Discuss the variety of choices that you have in your math program.

As Joan runs check in, many students have to go to their second choices. They seem to do this easily and without any problems. How do you handle limited space or materials in your math program?

What are some ways that you integrate new students into the Daily 5 routines?

Bonus Track: Room Tour

Joan shares many of the boards in the room and explains how they have changed throughout the year. This seems important in kindergarten - more picture support early in the year transitions to more reliance on text. How does your classroom change over the course of the year to meet the changing needs of your kindergarten students? What might you revise or adapt after watching the clip?

Joan shared many tools specific to kindergarten classrooms and children. What are some tools that you think are critical for the kindergarten classroom?

So many of the reasons that Joan has things organized and displayed the way that she does have to do with building independence in children. Think about your classroom. Which things help students become more independent? Which things might you change because they don't support independence?

Joan talks about having materials visible and easily accessible to the children. Are there any supplies that are not easily accessible to students that you could move? Are there any supplies that are always a challenge in the way that they are organized now?

Joan explains the importance of having choices in seating. Think about the choices your students have when it comes to seating. Is there a variety? Which choices do they usually prefer? How do you balance the choices? Which types of seating can you use more/less of?

Bonus Track: Pensieve

What happens if we start thinking about our assessment notebook as a "vessel that holds all greatest thoughts and memories" instead of as a conferring notebook? How does it change our stance toward our students and our role as record keepers?

Book Boxes

Joan talks about the various ways to organize students' individual books. Discuss your current challenges with book boxes or bags.

How do you support students with book choice?

How do you keep up with student book boxes?