Picking a Good-Fit Book
Follow pages 29-33 in The Daily Five

What I need for the lesson:

- "I PICK" poster below
- Bag of different types of shoes – fancy shoes, tennis shoes, golf shoes, and too big shoes. "Each pair of shoes has its purpose." Just like each book has its purpose.
- Two students with different size shoes to demonstrate how one child's book choice may not fit another child's book choice.

Fergo + Edward
I PICK

I choose a book

P urpose - Why do I want to read it?

I nterest - Does it interest me?

C omprehend - Am I understanding what I am reading?

K now - I know most of the words
Read To Self – Day 1

Follow pages 45-55 in *The Daily Five*

What I need for the lesson:

- "Three Ways to Read a Book" Poster
- I Chart for "Read to Self"
- Timer

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.
Three Ways to Read a Book

- Read and talk about the pictures

- Read the words

- Retell a previously read book
<table>
<thead>
<tr>
<th>Students</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read the whole time.</td>
<td>• Work with groups of students.</td>
</tr>
<tr>
<td>• Stay in one spot.</td>
<td>• Listen to children read.</td>
</tr>
<tr>
<td>• Read quietly.</td>
<td>• Help students with reading.</td>
</tr>
<tr>
<td>• Work on stamina.</td>
<td></td>
</tr>
<tr>
<td>• Get started right away.</td>
<td></td>
</tr>
</tbody>
</table>
Read To Self – Day 2 and Beyond
Follow pages 56-58 in The Daily Five

What I need for the lesson:
• “Three Ways to Read a Book” Poster
• I Chart for “Read to Self”
• Timer – continue to add minutes each
day until students can read
independently for up to 30 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 to build 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.

Day 4:
• Continue to review I-Chart.
• Reach how to choose good-fit books.
Read To Someone – Day 1
Follow pages 60-68 in The Daily Five

What I need for the lesson:
• I Chart 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
<table>
<thead>
<tr>
<th>Students</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sit EEKK.</td>
<td>• Work with groups of students.</td>
</tr>
<tr>
<td>• Use a soft voice.</td>
<td></td>
</tr>
<tr>
<td>• Read the whole time.</td>
<td></td>
</tr>
<tr>
<td>• Stay in one spot.</td>
<td></td>
</tr>
<tr>
<td>• Get started right away.</td>
<td></td>
</tr>
</tbody>
</table>

*Use Treasures partner to practice with*
Read To Someone - Day 2
Follow pages 68-69 in *The Daily Five*

What I need for the lesson:
- I Chart for "Read to Someone"
- "Ways to Read to Someone" 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.
Ways to Read to Someone

• Check for Understanding
  o One book: One partner reads while the other checks for understanding, then switch.

✓

• I Read, You Read
  o One book: One partner reads; the other partner reads the same part of the story. The most fluent reader reads first.

• Read Two Different Books
  o Two Books: Partners read two different books and check for understanding.
Read To Someone – Day 3
Follow page 70 in The Daily Five

What I need for the lesson:
- I Chart for “Read to Someone”
- “How to Choose Books” Chart

Day 3:
- Brainstorm and practice “How to Choose Books”.
  - Talk about it and make a deal.
  - Rock, Paper, Scissors
How to Choose Books

• Let's Make a Deal

• Rock, Paper, Scissors
Read To Someone – Day 4
Follow pages 70-71 in The Daily Five

What I need for the lesson:
• I Chart for “Read to Someone”

Day 4:
• Brainstorm and practice where to sit in the room.
Read To Someone – Day 5
Follow pages 71-72 in The Daily Five

What I need for the lesson:
• I Chart for "Read to Someone"
• "How to Choose a Partner" Chart

Day 5:
• Model and practice "How to Choose a Partner".
  o Raise your hand as a silent signal that you need a partner.
  o Make eye contact with another person who has his or her hand raised.
  o Walk to the person and say, "Do you want to be my partner?"
  o Partner says, "Sure."
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."
Read To Someone – Day 6
Follow pages 73-74 in The Daily Five

What I need for the lesson:
- I Chart for “Read to Someone”
- Coaching Sheet

Day 5:
- 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.
Coaching Sheet

Reading Words

- What strategy have you used?
- 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.

Comprehension

- I will retell what has happened so far.
- Fill in the who, what, where, and why.
- Would it help if I summarized the story for you?
Listen to Reading – Day 1

Follow pages 75-78 in The Daily Five

What I need for the lesson:

- I Chart for “Listen to Reading”
- Tape/CD player/Computer
- Headphones
- Book on tape/CD

Day 1:

- Brainstorm I-Chart of expected behaviors.
- Model and practice listening and following along with words and/or pictures.
# What to include on Listen to Reading I-Chart

<table>
<thead>
<tr>
<th>Students</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Get out materials.</td>
<td>• Work with</td>
</tr>
<tr>
<td>• Listen to the whole story.</td>
<td>students.</td>
</tr>
<tr>
<td>• May listen to another story if time.</td>
<td></td>
</tr>
<tr>
<td>• Follow along with the pictures and/or words.</td>
<td></td>
</tr>
<tr>
<td>• Stay in one spot.</td>
<td></td>
</tr>
<tr>
<td>• Listen quietly.</td>
<td></td>
</tr>
<tr>
<td>• Get started quickly.</td>
<td></td>
</tr>
<tr>
<td>• Put materials away neatly.</td>
<td></td>
</tr>
</tbody>
</table>
Listen to Reading – Day 2
Follow pages 77-78 in The Daily Five

What I need for the lesson:
• I Chart for “Listen to Reading”
• Tape/CD player/Computer
• Headphones
• Book on tape/CD

Day 2:
• Review I-Chart.
• Model and practice putting materials away neatly.
Listen to Reading – Day 3
Follow pages 77-78 in The Daily Five

What I need for the lesson:
- I Chart for “Listen to Reading”
- Tape/CD player/Computer
- Headphones
- Book on tape/CD

Day 3:
- Review I-Chart.
- Model and practice listening to a short story, finishing it, and starting a new story.
- Model and practice what to do if work time is up before the story is finished.
Listen to Reading – Day 4
Follow pages 77-78 in The Daily Five

What I need for the lesson:
- I Chart for “Listen to Reading”
- Tape/CD player/Computer
- Headphones
- Book on tape/CD

Day 4:
- Review I-Chart.
- Discuss the number of recorders available.
- Decide on a way that allows all to participate. (Eventually many children will lose interest and you can nudge those who will try benefit.)
- See “check in” in Chapter 3 (p. 40) for ideas on who listen first, second, and so on.
Work on Writing – Day 1
Follow pages 80-85 in The Daily Five

What I need for the lesson:
• I Chart for “Work on Writing”
• Chart Paper
• Writer’s Notebook (Keep in Book Box)

Day 1:
• Model what to do when writing words they can’t spell. (Underline and go on.)
• Brainstorm I-Chart.
<table>
<thead>
<tr>
<th>Students</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write the whole time.</td>
<td>• Work with students.</td>
</tr>
<tr>
<td>• Stay in one spot.</td>
<td></td>
</tr>
<tr>
<td>• Work quietly.</td>
<td></td>
</tr>
<tr>
<td>• Choice of what to write.</td>
<td></td>
</tr>
<tr>
<td>• Get started quickly.</td>
<td></td>
</tr>
<tr>
<td>• Underline words we’re not sure how to spell and move on.</td>
<td></td>
</tr>
</tbody>
</table>
Work on Writing – Day 2
Follow pages 83-85 in The Daily Five

What I need for the lesson:

- I Chart for “Work on Writing”
- Writer’s Notebook (Keep in Book Box)

Day 2:

- Brainstorm and practice where to sit.
- Brainstorm and practice what materials to use during writing.
  - Notebook
  - Pencil or pen
  - Drawing or sketching
Work on Writing – Day 3
Follow pages 83-85 in The Daily Five

What I need for the lesson:
- I Chart for "Work on Writing"
- Paper for making lists
- Writer's Notebook (Keep in Book Box)

Day 3:
- What to write about...
  - Make a list of topics (vacation, dog, sister, etc.)
  - Make a list of forms (letters, lists, narratives)
  - Post lists for students' reference.
Work on Writing – Day 4+
Follow pages 83-85 in *The Daily Five*

What I need for the lesson:
- I Chart for "Work on Writing"
- Writer's Notebook (Keep in Book Box)

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.
Word Work - Day 1
Follow pages 85-90 in The Daily Five

What I need for the lesson:

- I Chart for "Word Work"
- Any materials students will use during Word Work.

Day 1:

- Introduce optional materials and their locations to students.
- Brainstorm I-Chart of how to set up materials and how to work with them independently.
- Model finding the materials, materials placement in the room, and setup of materials.
- Brainstorm chart of how to clean up.
- Model materials placement in the room, setup, and cleanup of the materials.
<table>
<thead>
<tr>
<th>Students</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work the whole time.</td>
<td>• Work with students.</td>
</tr>
<tr>
<td>• Stay in one spot except to get and return materials.</td>
<td></td>
</tr>
<tr>
<td>• May return one set of materials and get another set to work with.</td>
<td></td>
</tr>
<tr>
<td>• Work quietly.</td>
<td></td>
</tr>
<tr>
<td>• Work on stamina.</td>
<td></td>
</tr>
<tr>
<td>• Try your best.</td>
<td></td>
</tr>
<tr>
<td>• Get started quickly.</td>
<td></td>
</tr>
<tr>
<td>• Put things away neatly.</td>
<td></td>
</tr>
</tbody>
</table>
Word Work—Day 2
Follow pages 85-90 in The Daily Five

What I need for the lesson:
- I Chart for “Word Work”
- Any materials students will use during Word Work.

Day 2:
- Model and practice materials setup, materials placement, and cleanup of materials.
- Brainstorm I-Chart – “How to Use Materials” (I combined all Word Work I-Charts into one to save space 😊)
- Model and practice student behaviors of how to use materials.
- Continue building stamina of working with materials, adding one to tow minutes each day.