

Daily 5 Book Study
Guiding Questions

Part I Daily 5 Basics

Chapter 1:

Before reading consider these questions:

- As you read the introduction, how do the practices of the teacher reflect your own practices and experiences?
- What will be your starting point for change?

While reading:

- How is the Daily 5 different from other classroom management systems?
- Why is it important to spend time teaching routines and procedures?
- How much time should you plan to spend teaching and practicing skills and building community?
- What is the difference between “managing” students’ behaviors and creating routines & procedures?
- What are the 5 components of the Daily 5 Literacy Block?
- How has Richard Allington’s work influenced the 2 sisters?
- What do you think the authors mean by “intentional teaching”?

After reading:

- How will your instruction change to implement the Daily 5 Literacy Block?
- What will be the benefits to making this change?
- What beliefs will you have to let go of to make this change?
- What practices will need to change?

Chapter 2:

Before reading:

- What are the foundational principals you cling to that support your teaching and student learning?

While reading:

- What are the core foundations and why is each one important?
- What is explicit instruction? What is taught using explicit instruction? Why is it important?
- How is guided practice used?
- How will you teach children to consider the 5 questions on page 20 to help them plan their days?
- How might the sense of community be different in a Daily 5 classroom?
- Why is it important to tell the children why you will be teaching each lesson? How is this different from your current practice? How might it change your teaching in other content areas?
- How do you view the difference in independent work time in the Daily 5 from independent work time you have previously had students engage in?

After reading:

- As a result of reading this chapter, have some of your foundational principles changed? If so, how have they changed?

Chapter 3:

Before reading:

- Did you teach parts of each of these key concepts/routines? If yes, how? How will you teach them differently? If no, how will you start?

While reading:

- What are the criteria for selecting a “good fit” book?
- How is your view of modeling and guided practice changing or being shaped?
- What is the purpose of anchor charts? Why are they important?
- What will you do to cue yourself to include all 10 steps to improve muscle memory?
- Why is the “check in” part of the process important?
- How is modeling in Daily 5 different from other modeling strategies?

After reading:

- Has your view of practice changed? If so, how has it changed?
- What does it mean to “move slowly to eventually move fast”? What are the benefits? What are the pitfalls if we don’t?

Part II Daily 5 in Action

Chapter 4:

Before reading:

- How will you structure the first day’s reading block, the first week, 2nd week, 3rd – 6th week?
- What schedule will you use?

While reading:

- What are the causes for failure of Daily 5?
- How would you model the metacognitive process of think aloud for each of the 3 ways to read a book?
- What are I-charts? Why are they important? How are they generated?
- What behaviors are important to include in I-charts for Read-to-Self?
- How often do you practice Read-to-self each day? How many days/weeks should you plan to practice? What is goal in number of minutes for primary students and for intermediate students?

After reading:

- How is the concept of “gradual release of responsibility” applied in the Daily 5?
- What will you do to start teaching & implementing Read-to-Self?

Chapter 5:

Before reading:

- What is meant by explicit teaching? When and how is it used?
- What are the content for the focus lessons for Read to Self?
- What are the different types of Read to Someone? How/When could each be used?
- What are the different ways to check for understanding? When is each used?
- If teachers are not reinforcing good behavior, how/why does Daily 5 work?
- Why is it important for students to set personal goals?
- What are the routines or subtle procedures embedded in the Daily 5 that help with the orderliness?
- How do you teach coaching strategies to students?

After reading:

- Approximately how many days are guides for teaching each of the components Read to Self, Read to Someone, and Listen to Reading?

Chapter 6:

Before reading:

- How could your philosophy on teaching writing determine if/when you will use Work on Writing Time as a component of the Daily 5?

While reading:

- How do students deal with words they don't know how to spell? How is this approach different from one you used in the past?
- What is the purpose of Word Work? If this is different from previous word work you've done, how is it different?
- How are students taught to use materials independently?

After reading:

- What are the 3 components of Word Work? Are there some that are integrated into your current teaching? Are there others that you will need to work on with your students?

Chapter 7:

Before reading:

- What barriers do you think might interfere with successful implementation of Daily 5? What concerns you most about implementing the Daily 5 with your students & in your classroom?

While reading:

- How long before the students learn the routines and procedures and are able to work independently?
- How much time should they be able to work independently in each session? How much total time for independent literacy work?
- What are some ways to prevent & deal with interruptions while you are working with small groups?
- Why is the use of other signals than the teacher's voice preferred?
- What are some ways of dealing with students who are not as independent?
- What are some types of modifications that could be used in implementing the Daily 5?

After reading:

- How will you modify the Daily 5 to make it work in your classroom?
- As you look at the launching charts in the appendix, what is common to all of them?
- How do they change over 5 weeks?