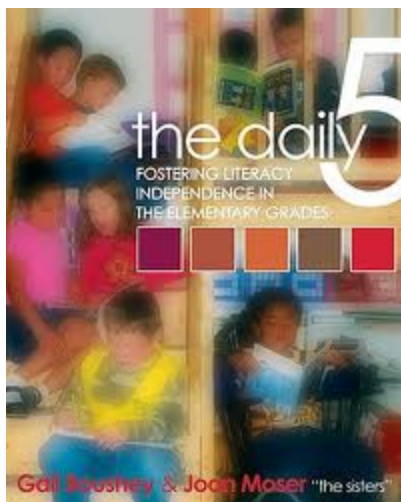


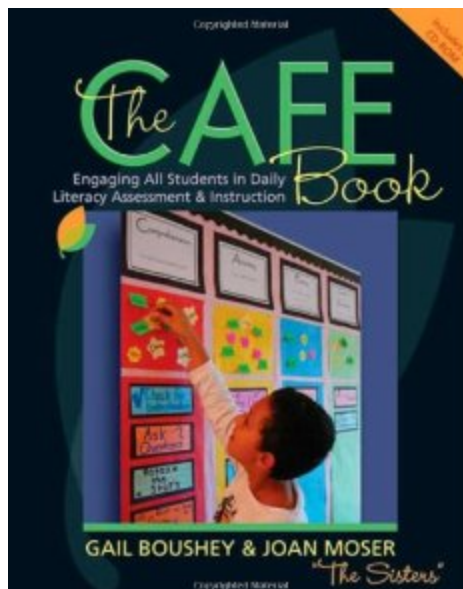
Hacking the Daily Five

[@MsVictoriaOlson](#)

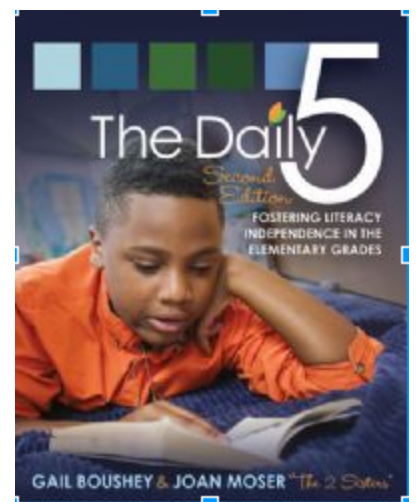
Link Name	Link
Daily 5 Resource Folder (Save to your Drive)	bit.ly/RSMBFolderD5
Hacking the Daily 5 Doc (Make a copy if you want to edit/take personal notes)	bit.ly/RSMBDocD5
Your own Daily 5 Planning (Make a copy and edit the red text to hack the Daily 5 for yourself)	bit.ly/RSMBPlanningD5



[First Edition](#)



[The CAFE Book](#)



[Second Edition](#)

DAILY 5 DISCLAIMER:

I use the Daily 5 framework in my classroom to structure self-directed and independent literacy time. By no means do I follow the book's recommendations to a tee or structure every single aspect in the exact manner that they suggest. *You shouldn't, either.*

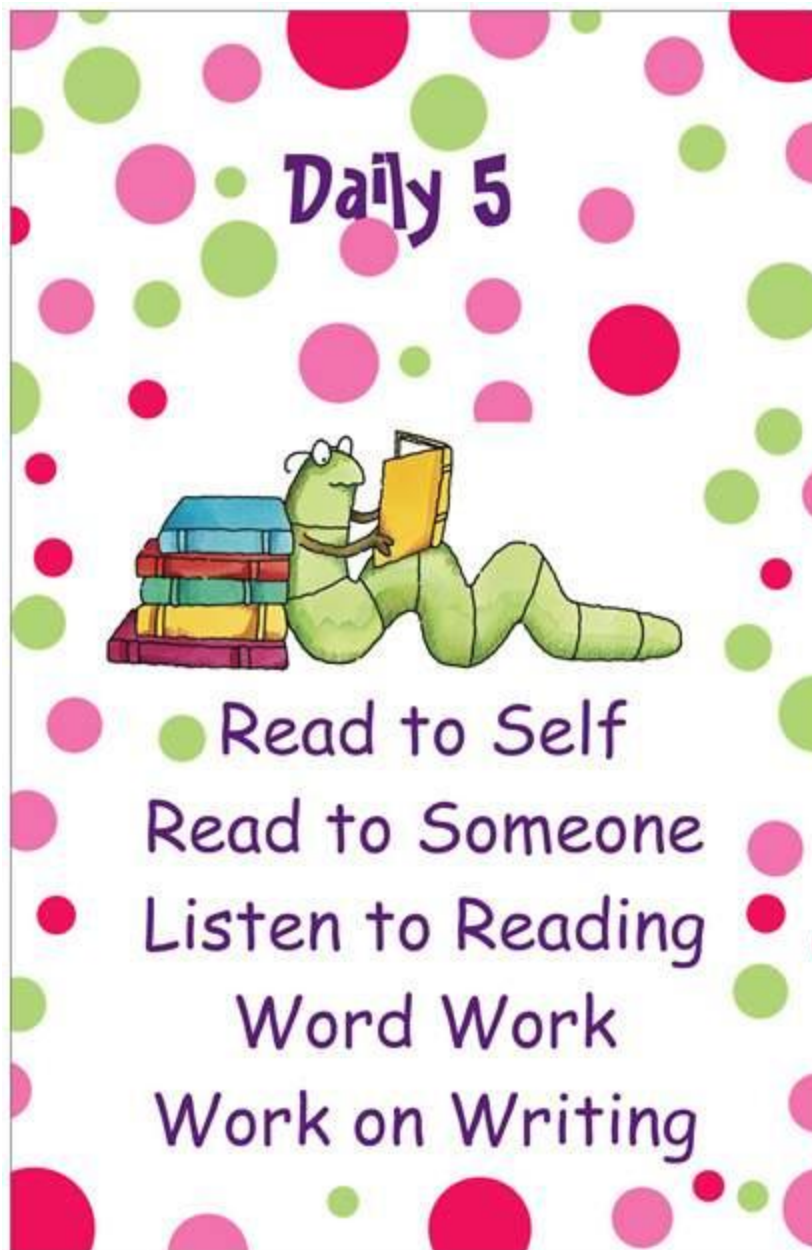
MAKE IT YOUR OWN. HACK IT.

The Daily 5 vs. CAFE

[The Daily 5](#) is a set of 5 key literacy activities that students should be practicing daily in order to become fluent in reading and writing skills.

[CAFE](#) is a focus on specific aspects of reading skills and strategies that students can utilize - a CAFE menu - so that they can become more proficient readers.

You can use them both in conjunction with each other as authors recommend, but I just used Daily 5 this year, not CAFE (but maybe I will soon!).



Major Cornerstones of the Daily 5 Program For Me:

1. Students *self-direct and choose* their own activities throughout the Language Arts period
2. Students are *responsible and accountable* for work that is due each week
3. Students learn to *prioritize* which jobs are more important for them to attend to
4. Students *reinforce each other* as a community in the process of completing their work

Read To Self

5 Objectives of Read To Self (“I” Chart - self check-in for students):

- I read the whole time
- I stay in one spot (where to sit - avoid distractions)
- I read quietly
- I work on stamina (the ability to self-regulate, persevere, and continue to work toward objectives)
- I get started right away

Non-Tech Activities	Tech Activities
Designated Read-To-Self area and class library • IPICK good-fit books, 3 ways to read, and I-Chart for students to refer to	iBook libraries (iPads) • downloaded stories • books the kids have created themselves (BookCreator app)
Personalized student book bags	Links to school-wide eBook folders on cloud-based applications (Drive, DropBox)
Library visits	Access to kid-friendly sites and search engines

Read to Self Group Activity

- Borrow an iPad from me or open your own iPad that has Explain Everything (\$2.99) downloaded onto it
- We will walk through a workflow of how to record your own reading and save it to the cloud
- When you are done, please explore and update the **red text** in your Daily 5 planning document for the **Read to Self** section

Read To Someone

Objective:

- Students reading aloud to one another can have positive benefits on their motivation to read, fluency, reading rate, and word-attack skills

Non-Tech Activities	Tech Activities
I Read, You Read • Students each have their own copy of the same book. They take turns reading a page or a paragraph. Choral Read • Partners read the same section of the book aloud at the same time Reading One Book • Partners choose one book and take turns reading paragraphs	Student pairs record reading on screencasting applications like Explain Everything or Educreations Options • Each student pre-records their own and shares with a partner • Students record together, including comprehension conversations • Listening to the playback to check their reading
Designated Read To Someone area of the classroom • Personalized partnerships or reading groups so that kids are engaging with peers of their ability levels	Check for understanding • Once reading with partner is complete, they create a PicCollage or a Popplet diagram outlining what they read

Read to Someone Group Activity

- Listen to your reading that you recorded together with a partner
- Add a slide to your screencast that has a 30 second - 1 minute conversation between your and your partner of what happened in the story

OR

- Use those iPads to create a Popplet or PicCollage together to reinforce understandings between partners who read the same selection
- When you are done, please explore and update the red text in your Daily 5 planning document for the **Read to Someone** section

Listen to Reading

Objective:

- Students hear positive reading models for self-regulation strategies, fluency, volume, tone & expression.

Non-Tech Activities	Tech Activities
Noisy Reading • Parent volunteers come in to read stories to their children	Listening to an audiobook or video reading • Tumblebooks (link - required subscription) • Appropriate songs with lyrics visible on screen
Daily or Bi-Daily Read-Alouds • Teacher or students select books for classroom read alouds	Check for understanding • Once reading with partner is complete, they create a PicCollage or a Popplet diagram outlining what they read
Guest Read-Aloud • Invite the principal or teacher librarian to do a read-aloud with your class • Students have exposure to different readers	Comprehension Check-ins • Once listening to a reading is complete, they create a PicCollage or a Popplet diagram outlining what they read

Listen to Reading Group Activity

- Team up with one of my iPads or go to [Tumblebooks](#).
- You can log-in with the following (both case-sensitive):
 - username: SD36-BC
 - password: SD36
- When you are done, please explore and update the **red text** in your Daily 5 planning document for the **Listen to Reading** section

Work on Writing

Objective:

- Students write fluently with a consideration for audiences beyond their teacher.

Non-Tech Activities	Tech Activities
Personal Journaling (with prompts or independent) • each student has own personal journal	Blogging • Use a platform such as Kidblog to share writing (settings adjustable for who views it) • Google Docs are great to give feedback <i>before</i> work gets copied into Kidblog
Graphic Organizers • students document planning of a written piece	Read, Collaborate, and Comment on Digital Media • Access Kidblogs of other classes (in school or outside) and leave thoughtful commentary • Peer edit and collaborate on Google Docs
<u>Paper Blogging</u> (link) • Students “blog” on paper and share with classmates who can “comment” on their peers’ writing with Post-It notes	Collaborative Twitter/Social Media Challenges • Students could alternate writing sentences of a story shared to a common hashtag
Writing in Response and Reflection • Students write pieces in responses to another Daily 5 station (I.e. Respond from reading you’ve listened to or a class read-aloud) • Students write about events and learning from the classroom	Docs story builder • Students write a story with characters at docsstorybuilder.appspot.com/ • They can render and share a video of the conversation between the characters getting typed out

Work on Writing Group Activity

- Go to shared folder or [click here](#) and make a copy to go through the activity with Google Docs and student blogging
- When you are done, please explore and update the **red text** in your Daily 5 planning document for the **Work on Writing** section

Word Work

Non-Tech Activities	Tech Activities
Word Sorts • Open and/or closed word sorts ◦ Open: sort into categories on your own ◦ Closed: sort into pre-determined categories	SpellingCity App (Paid app for feature upgrades listed) • personalized spelling list and games for each student (can be grouped according to ability level)
Bananagrams, Appletters, Boggle Games • Using specific letters to build words and interact with peers	#Grammar911 on Twitter (link) • Correct grammar and sentences from other classes on the #Grammar911 hashtag • Presentation from MERIT14 about using Twitter in the classroom
Whiteboard with Coloured Markers • Ex. Primary: Consonants are blue and vowels are red • Ex. Intermediate: Base word is blue and prefixes or suffixes are red	App suggestions (iPad - some are paid): • iWrite Words (early primary) • Writing Wizard (primary) • Word Bingo (primary) • Bluster (primary and intermediate) • Grammaropolis Word Sort (intermediate) • Mad Libs (intermediate)

Work on Writing Group Activity

- Check out customized student lists with [Spelling City](#) (You can also borrow an iPad of mine to use the iOS app if you wish)
 - Log-in: WLETestStudent
 - Password: 123
- Check out [#grammar911](#) on Twitter and fix a sentence by tweeting the corrected version back with the hashtag
- Check out and play with some of the apps on my iPads or download them for yourself!
- When you are done, please explore and update the **red text** in your Daily 5 planning document for the **Word Work** section

How to Set Up the Program

- MODEL... Model, model, and then model some more
- Start small - start with Read To Self and work your way up from there
- Showcase inappropriate behaviors and contrast them with appropriate ones
- Repeat how to work through workflows more than once, particularly for younger grades

Cost:\$255.00

Las Vegas, NV: Daily 5 & CAFE

Live Workshop

Presenter(s): Joan Moser Gail Boushey

Location: The New Tropicana Las Vegas 3801 Las Vegas Boulevard South Las Vegas, NV
89109

Date: 11/01/2014

Cost: \$255.00