Hacking the Daily Five
## @MsVictoriaOlson & @MsGeekyTeach

Note: Before the session begins, please ensure you are signed into your Google Account! You will need to open links & make copies of documents into your Google Drive. Don't panic - we'll help if you don't know Drive & Docs!
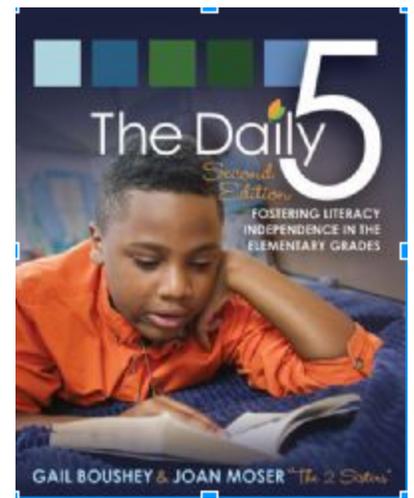
Link Name	Link
Daily 5 Presentation Document	**bit.ly/cue15D5** (to view + follow along) or go to **bit.ly/cue15D5copy** to get your own copy for notetaking
Your own Daily 5 Planning (Edit the **red text suggestions to fit your needs**. Hack the Daily 5 for yourself!)	**CLICK HERE** or go to **bit.ly/cue15D5AP** to get a copy to start your own action plan!
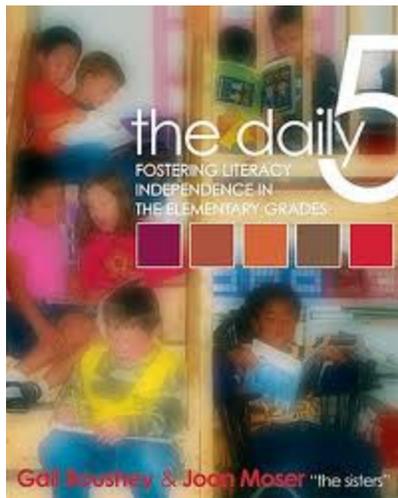
First Edition
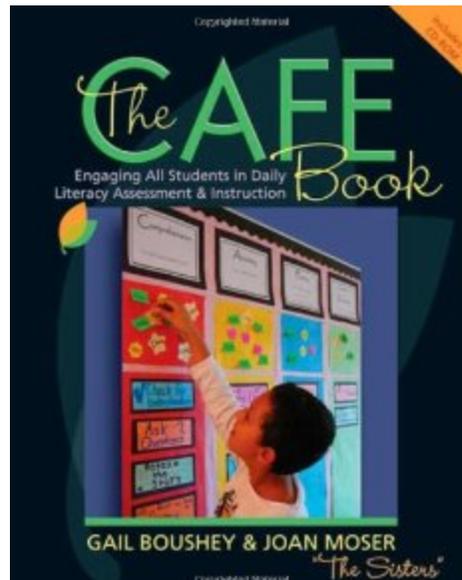
The CAFE Book

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!).
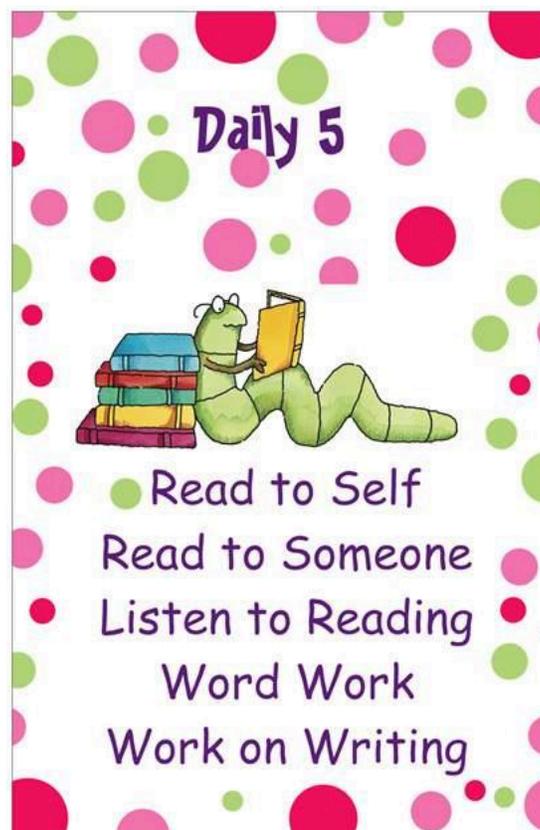
Major Cornerstones of the Daily 5 Program For Me:

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

1) 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 (15 min)
- Share an iPad with a buddy or open your own 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; but you need to develop a workflow that works for you! ([Student sample])
- When you are done, please explore and update the red text in your Daily 5 planning document for the **Read to Self** section
- **Other options include:** [Literably], Voice Memo App (native to iPhone)/Voice Recorder (native to Android), Evernote, RazKids (subscription required). **(PRO TIP: Choose only ONE of these & get to know it well)**

2) 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 (15 min)

- Listen to your reading that you recorded together with a partner OR finish reading with a partner from previous activity together

THEN

- Have a conversation about what you read to check for understanding:
  - Would you recommend this story to a friend? Why or why not?
  - What happened in the story?
  - Did the character have a problem in the story? If so, was it resolved?
- When you are done, please explore and update the red text in your Daily 5 planning document for the **Read to Someone** section

Don't forget **EEKK** and **Coaching or Time**!

3) 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 (15 min)

- Go to Storyline Online and listen to a story, as told by someone from Hollywood!
- When you are done, please explore and update the red text in your Daily 5 planning document for the **Listen to Reading** section
- **Other options include:** Tumblebooks (subscription required), Storynory (Free), Unite for Literacy, Literacy Shed, Capstone Library (need a code), record your own audio book database (time consuming), RazKids (again, subscription required) OR utilize any existing audiobook or listening center that you already have in your classroom.

4) 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 *before* 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
Paper Blogging (link to lesson plan) ● 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 (20 min)
- [Click here to access the Word on Writing Document](#) (or **bit.ly/cue15WoW**) where we will have some fun!!!
- When we are done, please explore and update the red text in your Daily 5 planning document for the **Work on Writing** section
- **Other options include:** Write About and Google Classroom.

5) 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)

Word Work Group Activity (20 min)
- Choices, choices, choices!
  - 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: WLEStudent
    - Password: 123
  - #Grammar911 on Twitter allows kids to create grammatically incorrect sentences and fix each other's work by tweeting the corrected version back with the hashtag
  - Borrow my iPad to play with some of the apps my students use this year like Bluster!, Word Bingo, and Chicktionary
  - Visit freerice.com to practice vocabulary acquisition online
  - Visit Funbrain and play Mad Libs to work on parts of speech
  - Visit Florida Center for Reading Research for free hands on games
- 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
- ***LEAVE THEM ALONE*** - try not to interrupt their flow by pulling your small groups for instruction at the beginning of each Daily 5 session

Student Accountability

Here is the copy of what Victoria used for a Daily 5 checklist last year and here is the copy of what Sara used. You are welcome to make a copy of it and make it your own. This year, my kids make their OWN lists each week on paper or on Google Classroom - their choice!

But it isn't pretty like these:

But you pay for these (above), so… yeah.

Conclusion

Complete replacing the red text in your Daily 5 planning document for all sections. Now is the time to ask any BIG QUESTIONS that you may have about Daily 5 implementation!

THANK YOU!!!