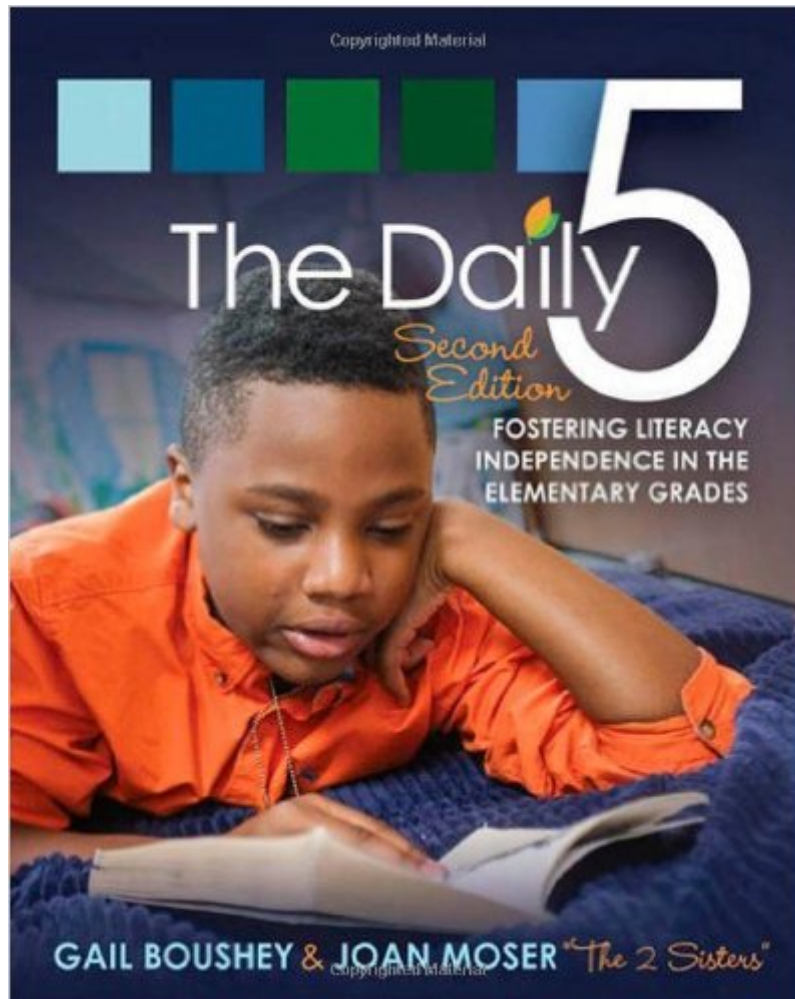


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The Daily 5: Fostering Literacy In The Elementary Grades



Synopsis

The Daily 5, Second Edition retains the core literacy components that made the first edition one of the most widely read books in education and enhances these practices based on years of further experience in classrooms and compelling new brain research. The Daily 5 provides a way for any teacher to structure literacy (and now math) time to increase student independence and allow for individualized attention in small groups and one-on-one. Teachers and schools implementing the Daily 5 will do the following: Spend less time on classroom management and more time teaching Help students develop independence, stamina, and accountability Provide students with abundant time for practicing reading, writing, and math Increase the time teachers spend with students one-on-one and in small groups Improve schoolwide achievement and success in literacy and math. The Daily 5, Second Edition gives teachers everything they need to launch and sustain the Daily 5, including materials and setup, model behaviors, detailed lesson plans, specific tips for implementing each component, and solutions to common challenges. By following this simple and proven structure, teachers can move from a harried classroom toward one that hums with productive and engaged learners. What's new in the second edition: Detailed launch plans for the first three weeks Full color photos, figures, and charts Increased flexibility regarding when and how to introduce each Daily 5 choice New chapter on differentiating instruction by age and stamina Ideas about how to integrate the Daily 5 with the CAFE assessment system New chapter on the Math Daily 3 structure

Book Information

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Customer Reviews

I think many reviewers are confused about the purpose for this book. The Daily 5 is not a curriculum. It is a literacy framework. A person cannot find all of the information to successfully implement The Daily 5 on Pinterest or Teachers Pay teachers. I would HIGHLY recommend that all teachers who are interested in implementing The Daily 5 read this book. Highlight, tab, underline, and write in the margins, because this book will be your go-to resource. I have been using it for 6 years (in kindergarten and 2nd grade classrooms), and I have always followed the recommended launching schedule. I am very strict when building stamina, and my students thrive on this structure. I have had classrooms with high populations of students with behavior concerns and/or students in special education, and The Daily 5 has truly worked wonders in my classroom. The structure has allowed me to easily differentiate, while meeting with small groups. (I am very very rarely interrupted by students while meeting with a group!) My main reason for purchasing the 2nd edition of this book was to read more about Math Daily 3, which I will be implementing this school year. There is also a lot of updated information on Daily 5.

I purchased this book and read it within a few hours. This book is clearly written, concise, not full of jargon, and truly written for the classroom teacher to implement effectively. I teach 1st grade and can easily transition my students into this routine. The authors offer practical advice regarding teaching of behaviors, management, assessment, and references for further reading and research. What a refreshing change from dense, heady teacher-reading! An ASSET to any professional library (literacy teacher or elementary teacher)!

The ideas and lesson procedures discussed in this book are very beneficial to teachers who incorporate balanced literacy components throughout their daily curriculum decisions. The discussion of muscle memory and how to build the students' stamina for longer periods of independent work are clearly laid out for the reader. A sample schedule that shows how to include daily lessons in the beginning weeks of school to build this stamina are detailed in the appendix. I would recommend this book for any teacher who wants to improve students' independent work time.

Read and implement this! This would definitely help you start your classroom off on the right pace to more independent learners without getting into the paper trap of worksheets, worksheets, worksheets! Gail's ideas to increase independence from gradual release of responsibility would help all students learn more and also permit you to teach in the smaller groups for greater differentiation.

I've never had so many web visitors ask for my opinion on a book as I have with *The Daily 5: Fostering Literacy Independence in the Elementary Grades*. And as soon as I started reading, I realized why. "The sisters" are obviously long-lost relatives of mine. Let's run down the list of similarities here, shall we? Gail Boushey and Joan Moser were classroom teachers when they wrote the book and tell about systems they created with their own students, they don't advocate one 'right' way to teach that requires you to throw out everything else you do, and they show you how to teach your students to run the classroom. Check, check, and CHECK. I'm totally on board. Most of you reading this review are already familiar with the Daily 5 (it's been out since 2006), so I'll make this less of a book summary and more of an opinion piece. I loved how readable the book was. The tone was conversational and easy-to-understand. I loved the ongoing discussion of how their teaching practice has changed and evolved over the years. Not only does this make the sisters seem like real people who didn't start off as master teachers on day one, but it gives permission to the rest of us to grow and let go of ineffective practices we've become attached to. I also love how the book emphasizes the element of choice for children. This truly is a student-centered way to run your literacy block. But mostly, I love the way the sisters emphasize modeling and practice for routines. This is something I've been droning on about for years, but I've never seen the concept so perfectly explained for the context of literacy routines. Even if you're not using the Daily 5, the procedures the book advocates for teaching children to be independent is applicable to whatever literacy tasks you have them regularly complete...and would work for math routines, too. The explanation of how to model and practice is definitely the crown jewel of *The Daily 5*. There were two aspects of teaching routines in *The Daily 5* that I had never thought about. The first is doing 3 minute practice periods to build stamina. My practice periods were usually starting at 10 minutes for 3rd graders, but the sisters point out that you must stop before any children have a chance to get off-task: start small so they can be successful and train their 'muscle memories' to complete the procedure correctly. The other new concept for me is the premise of not managing with eye control or proximity (my two favorite techniques) when practicing literacy routines. This was a radical idea in my mind: What, no raised eyebrows and the 'um-i-don't-think-so-buddy' glare when a kid starts picking at his shoelaces instead of reading? Not during the Daily 5 stamina-building sessions. Instead, you're supposed to stop the whole class and revisit the anchor chart so kids can reflect on their own practices. We're talking student ownership on the next level. Obviously since I'm obsessed with teaching routines and procedures, I really keyed in on that aspect. As for the Daily 5 elements themselves (Read to Self, Read to Someone, Listen to Reading, Work on Writing, and Word Work)...I can get with those, too.

The concepts aren't anything revolutionary, nor do the sisters claim they are-they're just best practices that focus on authentic reading rather than teacher-contrived busywork. These elements have been going on in classrooms for a long time under many pseudonyms, and they work. I found yet another commonality with my long-lost sisters in that I, too, started making the switch from assigning reading activities to having kids READ after studying Regie Routman's Reading Essentials. That book changed everything for me, and it heavily influenced the sisters, too. The only downside of The Daily 5 being such a short and easy read is that it's possibly TOO short-personally, I would like to have read a lot more than 100 pages on this topic. The book left me with a number of unanswered questions. For example, the recommended daily schedule shows whole-group reading instruction being completed solely in four 5-7 minute mini lessons. How could that be possible, especially if you're mandated to use a basal or complete daily test prep practice? Wouldn't longer lessons be needed in the upper elementary grades in which skills are more complex? I headed over to the website to look for support, but was disappointed to find that the online resources are available only for members at the rate of \$39 for a 3 month subscription or \$69 annually (um, ouch.) So I started a Daily 5 discussion on Facebook and found, as usual, that teachers have all the answers I'm looking for. Not only did they explain that the Daily 5 Structure is highly adaptable and it's the teacher's choice how long the mini-lessons run, they explained just how they use the structure in their own classrooms and gave practical tips. Wonderful, practical, and free advice from teachers on how they implement The Daily 5 is abundant on the web (especially on the ProTeacher message boards). I've researched their reviews extensively, and the overwhelming response from classroom teachers is that IT WORKS. The Daily 5 has an incredible following of teachers whose students can't wait for the literacy block each day because they've developed such a deep love of reading that's totally independent of adult direction. What more could we want for our students? Go `head, sisters.[Originally posted on the reviewer's blog.]

Though this is a primary-oriented text, I found it working wonders in middle and high school. This is the MOST POWERFUL structure of creating reading and writing independence I've every seen. I've adapted this to my high school classroom, making it the Daily 3: reading to yourself, reading to someone, and working on writing. My older students needed the structure of reading and writing and I NEEDED the structure to conference on their work and process daily. I thought I was going to get to teach process and content from this book, but the by product was exceptional classroom management self-regulated by my high school students - all this I credit to the "2 Sisters"!

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