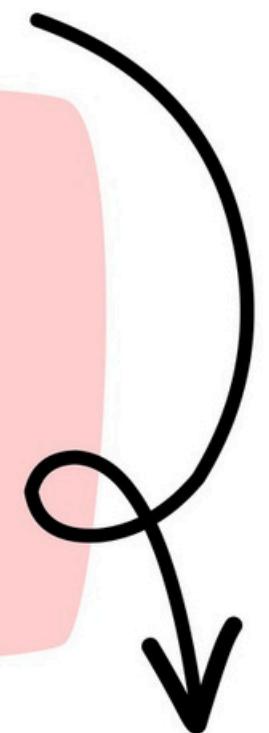


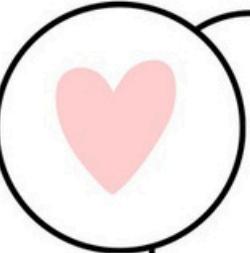
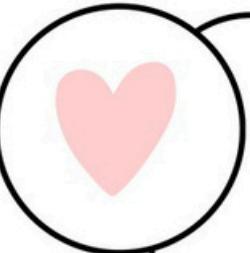
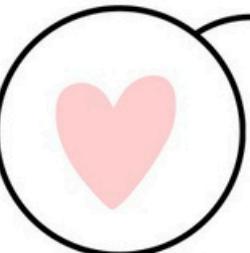


# UPPER PRIMARY DAILY 5 MEGA BUNDLE

Keep scrolling to see  
what's included!



# READY TO FOSTER DEEP COMPREHENSION THROUGH THOUGHT-PROVOKING ACTIVITIES?

-  One stop shop, no-prep resource to practice essential reading and writing skills **ALL YEAR LONG!**
-  Use for small group instruction or whole class learning
-  Done-for-you program to support your Daily 5 framework for your classroom



# WHAT IS THE DAILY 5?



- 1 Read to Self
- 2 Read to Someone
- 3 Listen to Reading
- 4 Word Work
- 5 Work on Writing

# WHAT'S INCLUDED?



Printable task cards and worksheets for student books



Editable PowerPoints with timers for EACH Daily 5 resource



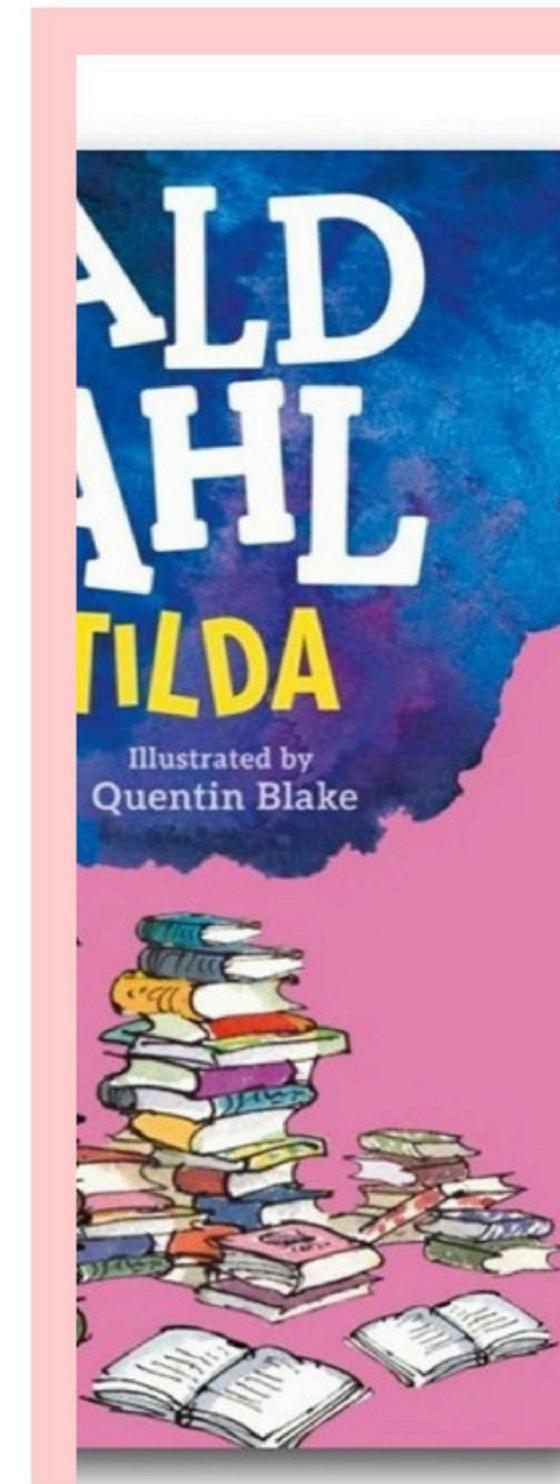
Editable Daily 5 timetable



Daily 5 colour AND black & white poster set



How to implement Daily 5 e-book



ANALYSE

Compare the similarities and differences between the characters using a venn diagram.

Write 5 questions you would like to ask the author.

Write answers to these questions showing evidence from the text.

What part of the text was most exciting? Why?

What language techniques did the writer use?

How did the main character change throughout the text?

Why do you believe these changes happened?

Make 3 text-to-text connections explaining how this text is similar to others you have read.

EVALUATE

Do you agree with the actions of the main character throughout the text? Why? Why not?

Do you believe there could have been a different ending? Why? Why not?

Was figurative language used effectively to describe the setting?

Providing examples, justify your opinion.

Make 3 suggestions for how this text could be improved.

Explain your suggestions in detail and give reasons.

Write one paragraph that defends / justifies the main character.

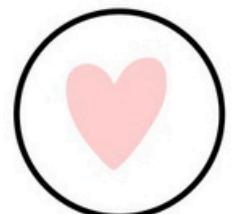
# WHAT ELSE IS INCLUDED?



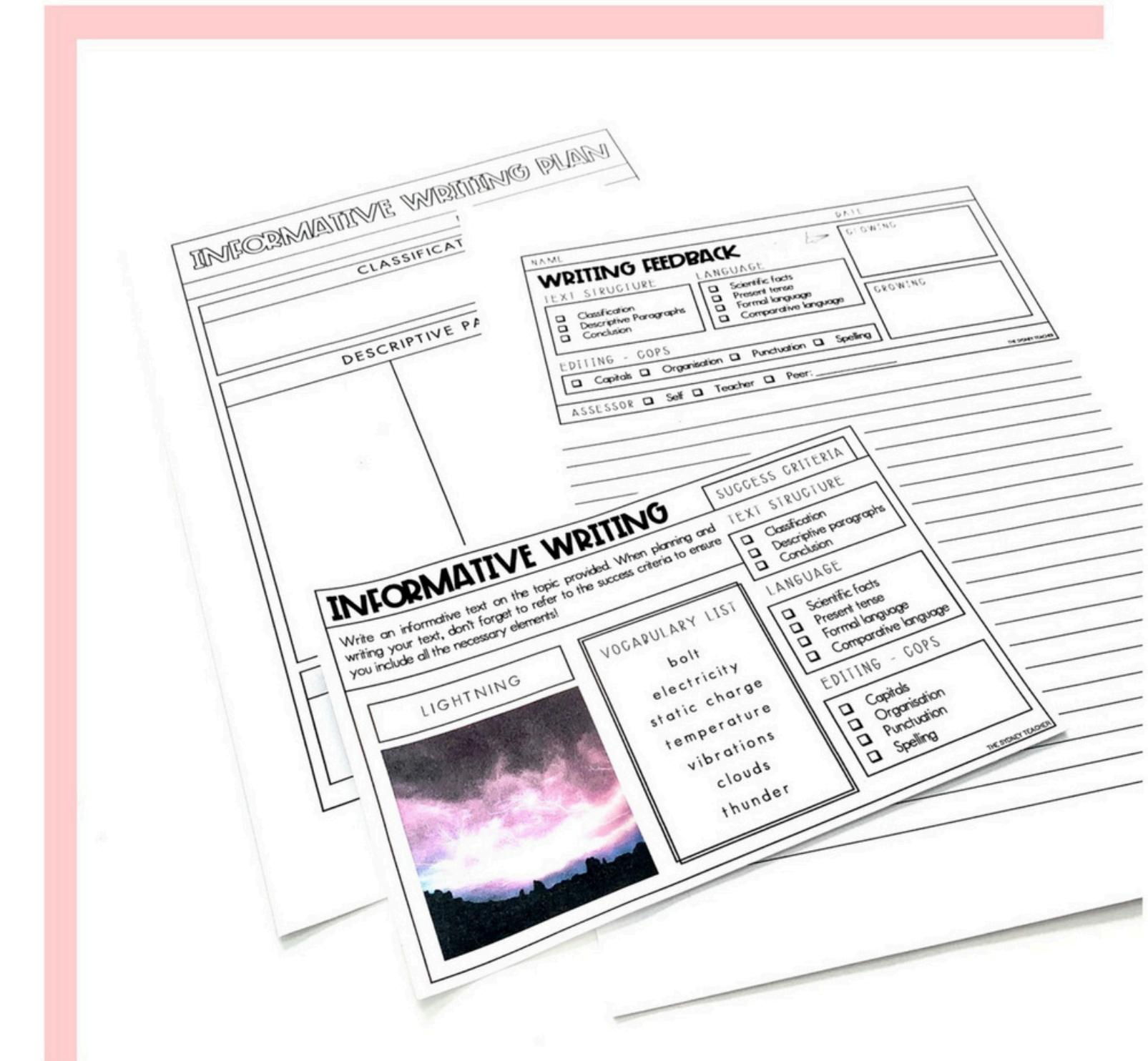
100s of pages of resources to save you a **TONNE** of time and energy



Work on Writing has **60** engaging photo prompts



Easy differentiation with different levelled questions



# PRINTABLE AND DIGITAL

**PERSUASIVE WRITING PLAN**

NAME \_\_\_\_\_

**INTRODUCTION**

OPINION \_\_\_\_\_

**BODY**

Give 3 reasons to support your opinion

REASON	REASON
EXAMPLES	EXAMPLES

Find examples and evidence to support your reasoning

OPINION \_\_\_\_\_

**CONCLUSION**

OPINION \_\_\_\_\_

**PERSUASIVE WRITING**

Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

**TEXT STRUCTURE**

- Introduction
- Arguments (OREO)
- Conclusion

**LANGUAGE**

- High modality words
- Emotive language
- Cause and effect connectives

**EDITING - COPS**

- Capitals
- Organisation
- Punctuation
- Spelling

THE SYDNEY TEACHER

**PERSUASIVE WRITING**

Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

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- Arguments (OREO)
- Conclusion

**LANGUAGE**

- High modality words
- Emotive language
- Cause and effect connectives

**EDITING - COPS**

- Capitals
- Organisation
- Punctuation
- Spelling

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Print and go!

PowerPoint Slides!

**PERSUASIVE WRITING**

Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

**SUCCESS CRITERIA**

- Introduction
- Arguments (OREO)
- Conclusion

**TEXT STRUCTURE**

- Introduction
- Arguments (OREO)
- Conclusion

**LANGUAGE**

- High modality words
- Emotive language
- Cause and effect connectives

**EDITING - COPS**

- Capitals

**Cats are better than dogs**



**HIGH MODALITY WORDS**

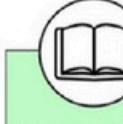
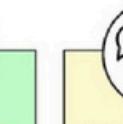
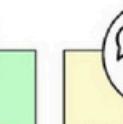
- always
- never
- must
- certainly
- obviously
- definitely
- absolutely

# INCLUDES ALL THIS AND MORE!

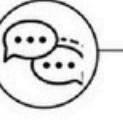


# DAILY 5 OVERVIEW

## DAILY 5 EXAMPLE

GROUP 1		30:00	
	Read the School Magazine with the teacher WORK WITH TEACHER		
	GROUP 2		GROUP 3
Read Chapter 4 of Charlie and the Chocolate Factory. Complete 1 'visualising' activity READ TO SELF	Read Chapter 4 of Charlotte's Web with your book buddy. Complete your Literature Circle activity READ TO SOMEONE	Write a sizzling start for the photo prompt WORK ON WRITING	Listen to Chapter 2 of Dorothy and the Wizard in Oz Complete 2 'analyse' questions LISTEN TO READING
	GROUP 4		GROUP 5
Write a sizzling start for the photo prompt WORK ON WRITING	Listen to Chapter 2 of Dorothy and the Wizard in Oz Complete 2 'analyse' questions LISTEN TO READING		GROUP 6
Listen to Chapter 2 of Dorothy and the Wizard in Oz Complete 2 'analyse' questions LISTEN TO READING	Complete 2 'create' questions with your spelling list WORD WORK		

## DAILY 5 OVERVIEW

GROUP 1		30:00	
	Type here WORK WITH TEACHER		
	Type here READ TO SELF		Type here READ TO SOMEONE
	Type here WORK ON WRITING		Type here LISTEN TO READING
	Type here WORD WORK		

## ACTIVITY ORGANISATION

Use these icons to customize your Daily 5 overview. Simply copy and paste the icons onto the blank template.



## STUDENT GROUPS

After grouping your students, use the group numbers or colour groups to assign Daily 5 tasks to different students. Simply copy and paste them onto the template.

GROUP 1	GROUP 5	PINK	BLUE
GROUP 2	GROUP 6	GREEN	PURPLE
GROUP 3	GROUP 7	YELLOW	RED
GROUP 4	GROUP 8	ORANGE	TEAL

## DAILY 5 OVERVIEW WEEK 1

GROUP 1		30:00	
READ TO SELF	Text Charlie and the Chocolate Factory	Chapter 4	Super 6 Strategy Visualising Activities 1
READ TO SOMEONE	Text & Chapter Charlotte's Web Chapter 4	Discussion Director Jess	Connector Word Wizard Plot Profiler Illustrator Kate
WORK ON WRITING	Write a sizzling start for the photo prompt		
LISTEN TO READING	Text Dorothy and the Wizard in Oz	Chapter 2	Bloom's Question Analyse Activities 2
WORD WORK	Spelling List Extension	Bloom's Question Create	Number of activities 2
WORK WITH TEACHER	Read the School Magazine with teacher		

# DAILY 5 HOW TO GUIDE INCLUDED

## PUTTING IT TOGETHER!

### EXAMPLE 2 - DIFFERENTIATED GROUP OVERVIEW

Use this template if you want to differentiate all aspects of your Daily 5 framework. Differentiation means your group may complete different levels or amounts of work.

### DAILY 5 EXAM

**GROUP 1** Read the School Magazine with the teacher  
WORK WITH TEACHER

**GROUP 2** Read Chapter 4 of Charlie and the Chocolate Factory.  
Complete 1 'Visualising' activity  
READ TO SELF

**GROUP 3** Read Chapter 4 of Charlotte's Web with your book buddy.  
Complete your Literature Circle activity  
READ TO SOMEONE

**GROUP 4** Write a sizzling start for the photo prompt  
WORK ON WRITING

I hope this how-to guide has answered all your questions and helped you launch Daily 5 in your upper primary classroom.

If you'd like to know more about how I use Daily 5, please reach out to [thesydneyteacher.com](http://thesydneyteacher.com)!

Of course I also recommend checking out The Daily 5 book, and we

*Jess*

Jess - The Sydney Teacher

## LESSON IDEAS!

After completing extensive reading and research, I created my own Super Six Comprehension Pack.

I hope that if you are just beginning your Daily 5 journey, or even if you have been using it for a while, these lessons prove helpful and save you time.

All the resources listed below are available for purchase in my teacher website - [thesydneyteacher.com](http://thesydneyteacher.com).

#### READ TO SELF

As all the schools I worked at used the Super Six Strategies for Comprehension, I created my own Super Six Comprehension Pack.

The cards cover the following strategies:

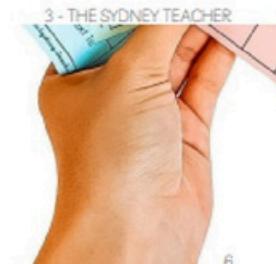
- Predicting
- Make Connections
- Summarising
- Visualising
- Monitoring
- Questioning

These task cards allow for 2 elements of choice. First, students can choose the text they read. Second, students can choose which of the questions they answer for the prescribed strategy.

For example, if my explicit / whole class reading lessons focused on making connections, this would be the same focus for Daily 5.

In my Super Six Comprehension Pack, questions can be displayed as a PowerPoint on your IWB, printed as task cards that can be glued into student books, or printed in A4 size and laminated for repeated use.

## DAILY 5 IN YOUR CLASSROOM



#### THE DAILY 5

One of the main reasons I created my own Super Six Comprehension Pack is because I wanted to differentiate the work for my students.

As a busy Year 5 teacher, I wanted to create a framework for maximising my teaching time and ensuring that my students were learning the Super Six Comprehension Strategies.

#### GETTING SET UP

Boushey and Lanier (2006) state that one of the key elements of Daily 5 is that it is a framework for maximising teaching time and ensuring that students are learning the Super Six Comprehension Strategies.

Therefore before I created my own Super Six Comprehension Pack, I wanted to ensure that my students would not only be learning the Super Six Comprehension Strategies, but also explicit reading comprehension strategies that are suitable for their level of understanding.

The sisters use the Super Six Comprehension Strategies to teach reading comprehension. They choose a good book, set a purpose, and ask questions to engage students in the text. They also use explicit teaching to teach students how to use the Super Six Comprehension Strategies to answer questions.

When students are given the freedom to choose their own reading material, they are more likely to be engaged and their reading comprehension skills will improve.

## ABOUT THE DAILY 5



#### ABOUT THE DAILY 5

The Daily 5 framework was created by Gail Boushey and Jo Boaler. They are two educators and sisters, Gail and Jo, who have been teaching for many years.

In their 2006 book *The Daily 5: A Framework for Guided Reading, Writing, and Math in the Classroom*, they reflect on current research and their own classroom experience to create a framework that "eliminated busy work, developed student independence, increased engagement, and accelerated growth".

Together they created The Daily 5, which consists of the following tasks:

- Read to self
- Work on writing
- Read to someone
- Word work
- Listen to reading

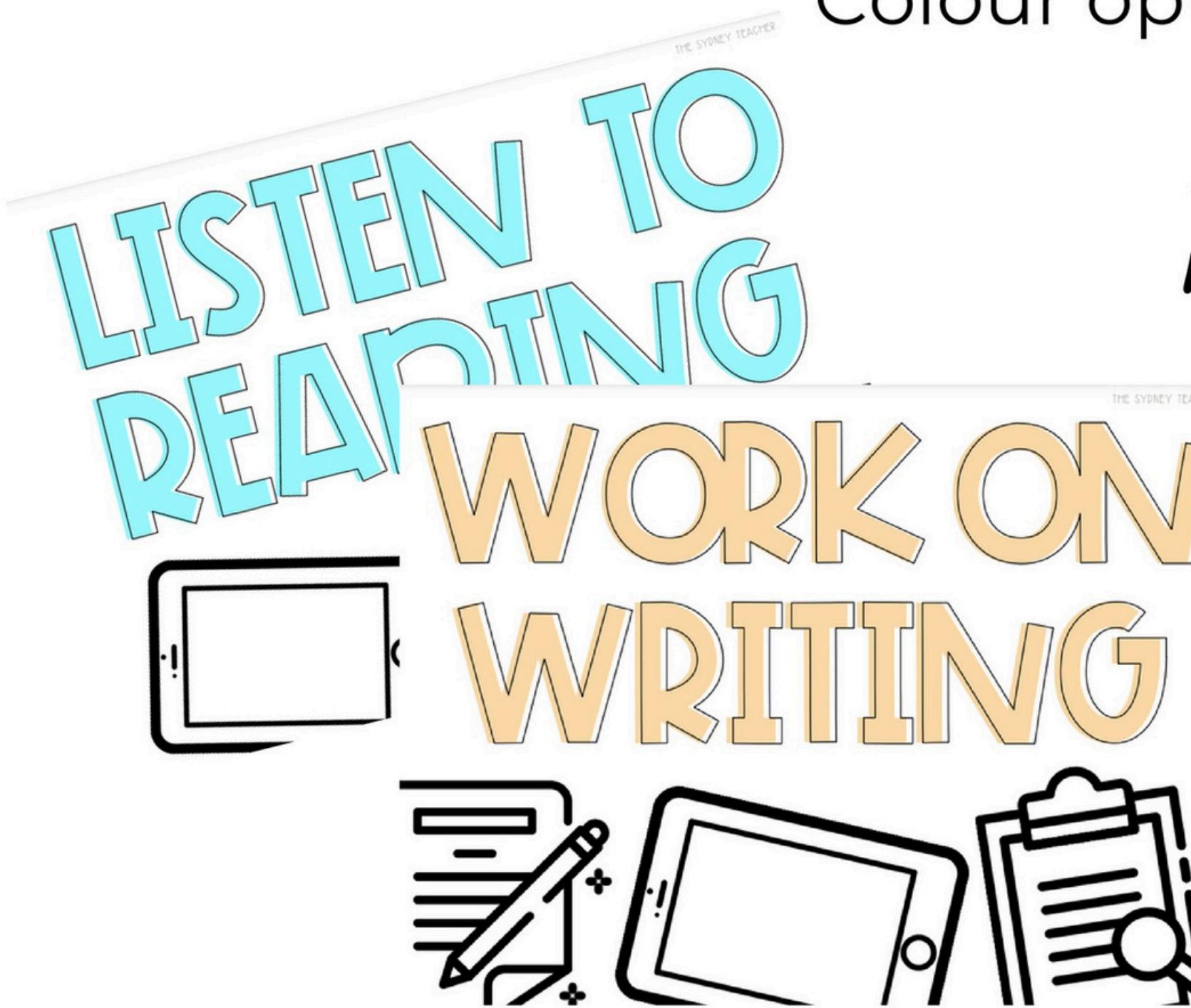
## IMPLEMENTING daily 5 IN UPPER PRIMARY



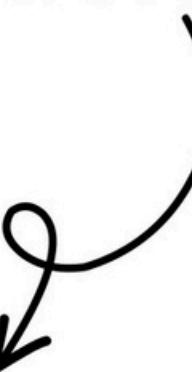
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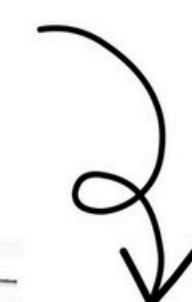
# DAILY 5 POSTERS



Colour option



Black and white  
versions included!



# WHAT OTHERS ARE SAYING!

**This was so helpful** when setting up Daily 5 for years 5/6 students for the first time. It helped me work out what types of tasks I can set for them.

**Students enjoyed the tasks** as they were different from what they had done previously.

This is a wonderful resource to use for daily 5. I have been doing daily 5 for 2 years but never knew if I was doing it correctly. **So buying this resource has helped my confidence a lot.**



**Cannot speak highly enough of this resource!!** It has saved me so much time in implementing and organising Daily 5 in my classroom this year.

**Students have responded so well to the task cards** and I love the editable planner which I can push out through Google Classroom for them to use as a checklist and to **keep themselves accountable.**

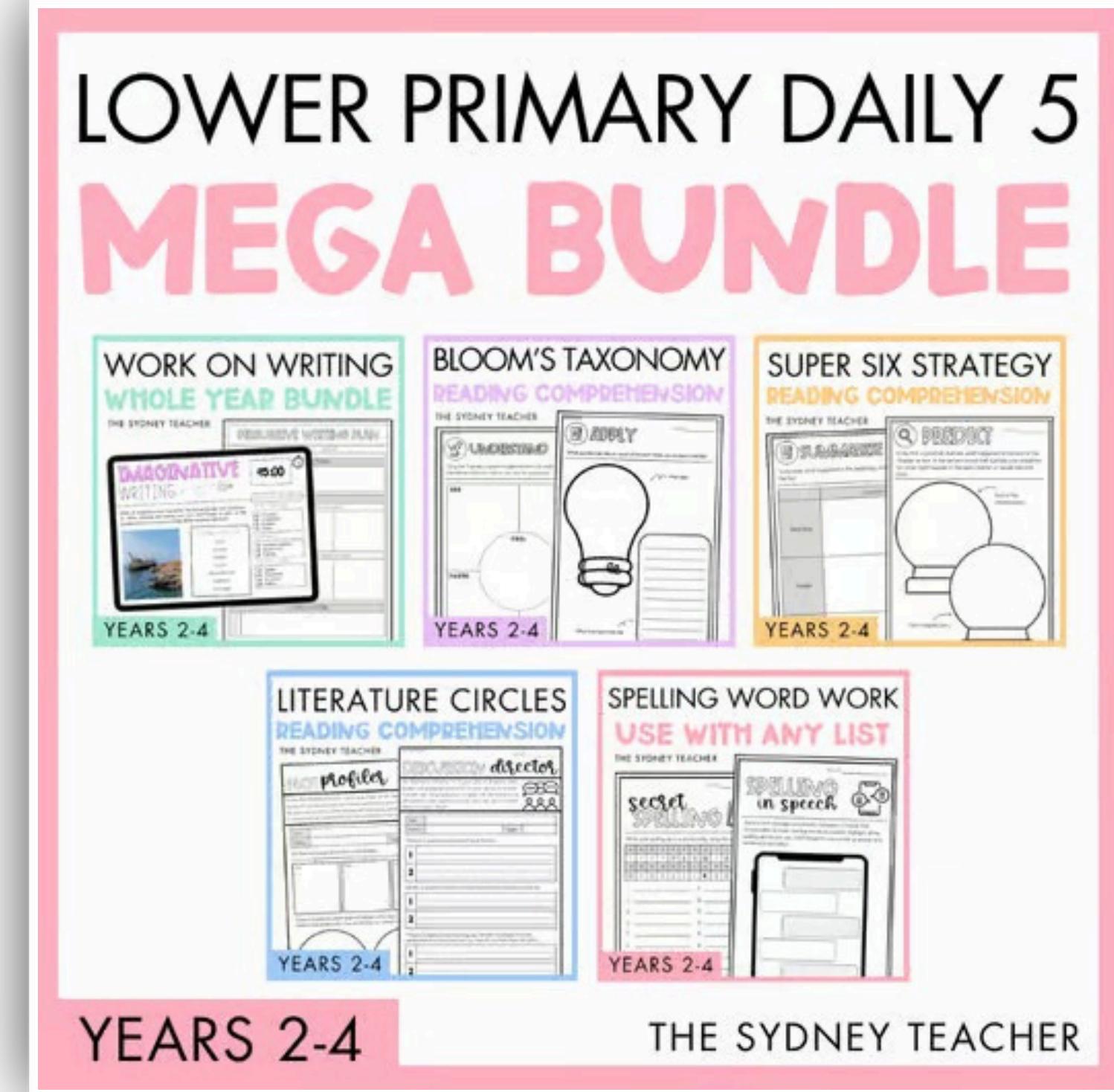
# LOOKING FOR MORE?



**Love this, thank you!**

Another great resource from The Sydney Teacher. This one **allows me to differentiate between learners while doing Daily 5.**

**LOWER PRIMARY DAILY 5  
MEGA BUNDLE**



This page displays a collection of resources for Lower Primary Daily 5, organized into six categories, each with a preview image and the text 'YEARS 2-4' below it. The categories are: WORK ON WRITING WHOLE YEAR BUNDLE, BLOOM'S TAXONOMY READING COMPREHENSION, SUPER SIX STRATEGY READING COMPREHENSION, LITERATURE CIRCLES READING COMPREHENSION, and SPELLING WORD WORK USE WITH ANY LIST. The page is framed by a pink border and features the text 'THE SYDNEY TEACHER' at the bottom right.

- WORK ON WRITING WHOLE YEAR BUNDLE
- BLOOM'S TAXONOMY READING COMPREHENSION
- SUPER SIX STRATEGY READING COMPREHENSION
- LITERATURE CIRCLES READING COMPREHENSION
- SPELLING WORD WORK USE WITH ANY LIST

YEARS 2-4

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