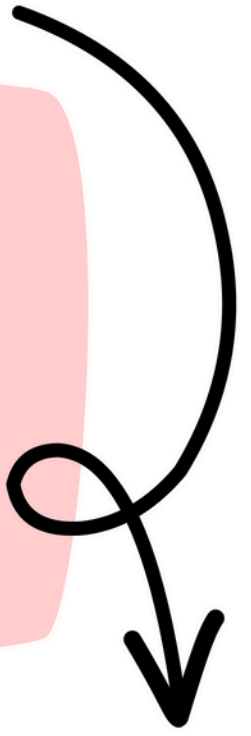




LOWER PRIMARY
SUPER SIX
COMPREHENSION

Keep scrolling to see what's included!



READY TO FOSTER DEEP COMPREHENSION THROUGH THOUGHT-PROVOKING ACTIVITIES?



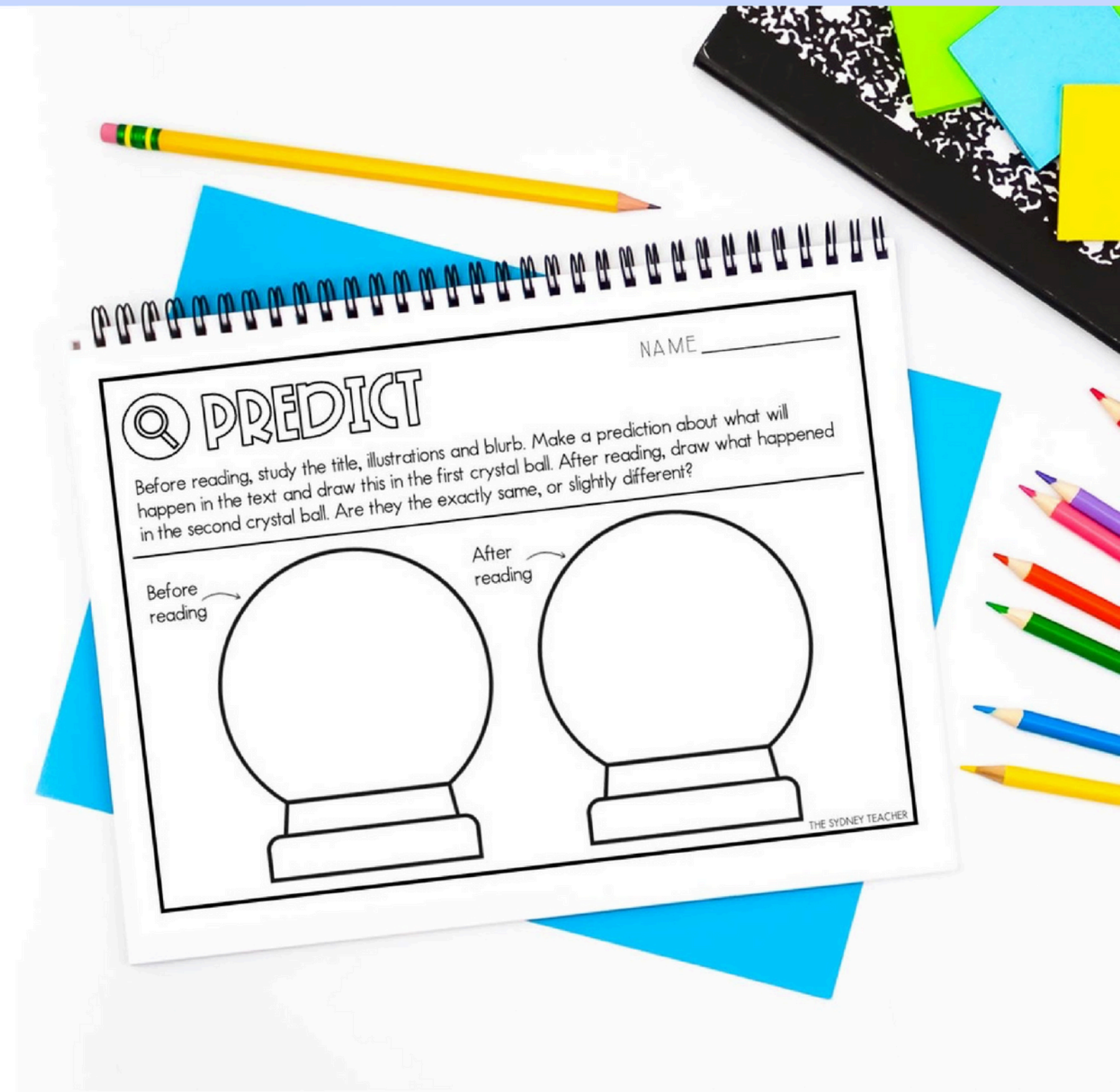
Practice reading skills with ANY fictional text



Use for small group instruction or whole class learning



Supplemental resources to support your Daily 5 program



WHAT ARE THE SUPER SIX?

USE WITH ANY FICTION TEXT!
THE PERFECT LIFE-LONG RESOURCE



? QUESTION

Write a 'here', 'hidden', and 'head' question for the text. Ask a partner!

HHH	Question	
Here questions are right on the page		
Hidden questions require you to think and search the text for clues		
Head questions require you to use what you know and reflect on your own experiences		

- 1 Making Predictions
- 2 Making Connections
- 3 Monitoring
- 4 Summarising
- 5 Visualising
- 6 Questioning

WHAT'S INCLUDED?

- Printable worksheets for student books
- Editable PowerPoint to customise for your students
- Editable Daily 5 timetable
- Daily 5 colour AND black & white poster set
- How to implement Daily 5 e-book

5 PRINT AND GO ACTIVITIES FOR EACH SUPER 6 STRATEGY

30 IN TOTAL!

INCLUDES ALL OF THESE AND MORE!

PREDICT NAME _____

Before reading, study the title, illustrations and blurb. Make 3 predictions about what might happen in the text. After reading, reflect on your predictions and circle correct or incorrect.

I predict...
Correct / Incorrect

I predict...
Correct / Incorrect

I predict...
Correct / Incorrect

PREDICT NAME _____

Before reading, study the title, illustrations and blurb. Write what you predict will happen in the beginning, middle and end of the text. After reading, tick or cross to show if your predictions were correct or incorrect.

	I predict... because...	✓ X
Beginning		
Middle		
End		

CONNECT NAME _____

After reading the text, think about how the story is similar to your own life. Make 2 text-to-self connections below.

TEXT-TO-SELF CONNECTION

In the text... This reminds me of...

TEXT-TO-SELF CONNECTION

In the text... This is similar to...

CONNECT NAME _____

Compare the similarities and differences between a main character and yourself using the venn diagram below. Record everything you have in common in the centre. Remember to consider not only appearance but personality traits too.

ME

MONITOR NAME _____

While reading, write down any unfamiliar or interesting words you come across. Before you continue reading, use clues in the text and any illustrations to help you figure out the meaning and write your best guess in the next column.

Word	Using context clues, I think it means...

SUMMARISE NAME _____

Summarise the text in 20 words or less. Make sure you focus on the main idea.

Illustrate your summary:

SUMMARISE NAME _____

Summarise the main character in dot points

Character	Summary
Appearance	<ul style="list-style-type: none"> _____ _____ _____ _____ _____
Personality	<ul style="list-style-type: none"> _____ _____ _____ _____ _____

SUMMARISE NAME _____

Write a new blurb / back cover for your text that would persuade a reader to select it.

VISUALISE NAME _____

Illustrate and label one of the main characters.

VISUALISE NAME _____

Create a comic strip showing the beginning, middle and end of the story.

QUESTION NAME _____

Write 3 questions you would like to ask the main character, then answer the questions pretending to be them.

Character's name: _____

Question	Answer

QUESTION NAME _____

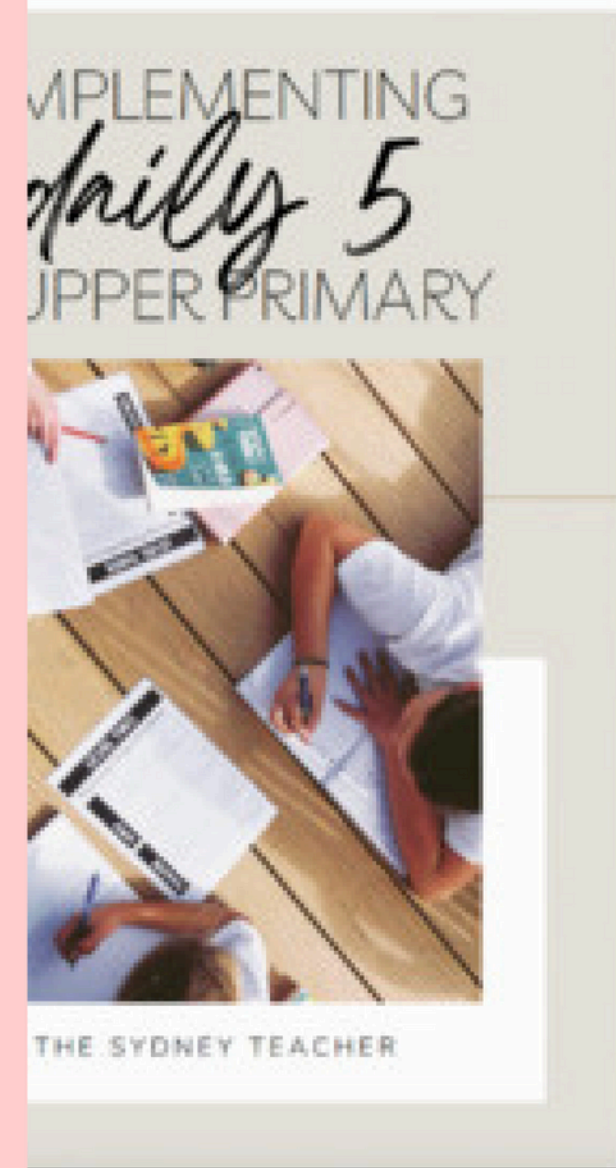
Write a 'here', 'hidden', and 'head' question for the text. Ask a partner to answer your questions.

HHH	Question	Answer
Here questions are right on the page	_____	_____
Hidden questions require you to think and search the text for clues	_____	_____
Head questions require you to use what you know and reflect on your own experiences	_____	_____

HOW CAN YOU USE THIS?

- Practice reading skills with ANY fictional text
- Small Group instruction to support individual student needs
- Whole Group instruction to practice specific reading comprehension skills as a class
- Part of the Daily 5 Framework: Listen to Reading, Read to Self, or Read to Someone

BONUS DAILY 5 TIMETABLE TEMPLATES, POSTERS AND HOW-TO GUIDE!



DAILY 5 OVERVIEW WEEK 1				
GROUP 1				
READ TO SELF	Text	Chapter	Super's Strategy	Activities
READ TO SOMEONE	Text & Chapter	Discussion Director	Connector	Word Wizard
WORK ON WRITING	Text	Chapter	Bloom's Question	Activities
LISTEN TO READING	Spelling List	Bloom's Question	Number of activities	
WORD WORK				
WORK WITH TEACHER				



THE SYDNEY TEACHER

DAILY 5 OVERVIEW

DAILY 5 EXAMPLE

GROUP 1 Read the School Magazine with the teacher **30:00**
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**

GROUP 5 Listen to Chapter 2 of Dorothy and the Wizard in Oz. Complete 2 'analyse' questions. **LISTEN TO READING**

GROUP 6 Complete 2 'create' questions with your spelling list. **WORD WORK**

DAILY 5 OVERVIEW

Type here **30:00**
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 (PINK) GROUP 5 (BLUE)

GROUP 2 (GREEN) GROUP 6 (PURPLE)

GROUP 3 (YELLOW) GROUP 7 (RED)

GROUP 4 (ORANGE) GROUP 8 (TEAL)

DAILY 5 OVERVIEW WEEK 1

30:00

GROUP 1						
READ TO SELF	Text		Chapter	Super 6 Strategy		Activities
	Charlie and the Chocolate Factory		4	Visualising		1
READ TO SOMEONE	Text & Chapter	Discussion Director	Connector	Word Wizard	Plot Profiler	Illustrator
	Charlotte's Web Chapter 4	Jess	Tim	Addie	Georgia	Kate
WORK ON WRITING	Write a sizzling start for the photo prompt					
LISTEN TO READING	Text		Chapter	Bloom's Question		Activities
	Dorothy and the Wizard in Oz		2	Analyse		2
WORD WORK	Spelling List	Bloom's Question		Number of activities		
	Extension	Create		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. Students in each group may complete different levels or amounts of work.

DAILY 5 EXAMPLE



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

If you'd like to know more about how I use Daily 5, please reach out at thesydneyteacher.com!

Of course I also recommend checking out The Daily 5 book, and watching the video!

Jess

Jess - The Sydney Teacher

LESSON IDEAS!

After completing extensive reading and research, I created my own (and LOVED) ever since!

I hope that if you are just beginning your Daily 5 journey, or even if you've 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.

READ TO SELF

As all the schools I worked at used the Super Six Strategies for Comprehension, I created matching task cards that could be used for any fiction text.

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



3 - THE SYDNEY TEACHER

THE DAILY 5

One of the main reasons that it can be implemented in your curriculum or with your Super Six Comprehension Pack.

As a busy Year 5 teacher, I use the Daily 5 framework for maximum teaching and learning time. This is the way my school operates.

GETTING SET

Boushey and Mosier's framework is an engaged, motivated choice.

Therefore before you implement it, you will not only need to choose books that are engaging, but also explicit about the strategies.

The sisters use the Daily 5 framework. I choose a good book. Purpose - Why? Interest - Does it? Comprehend - Know the words.

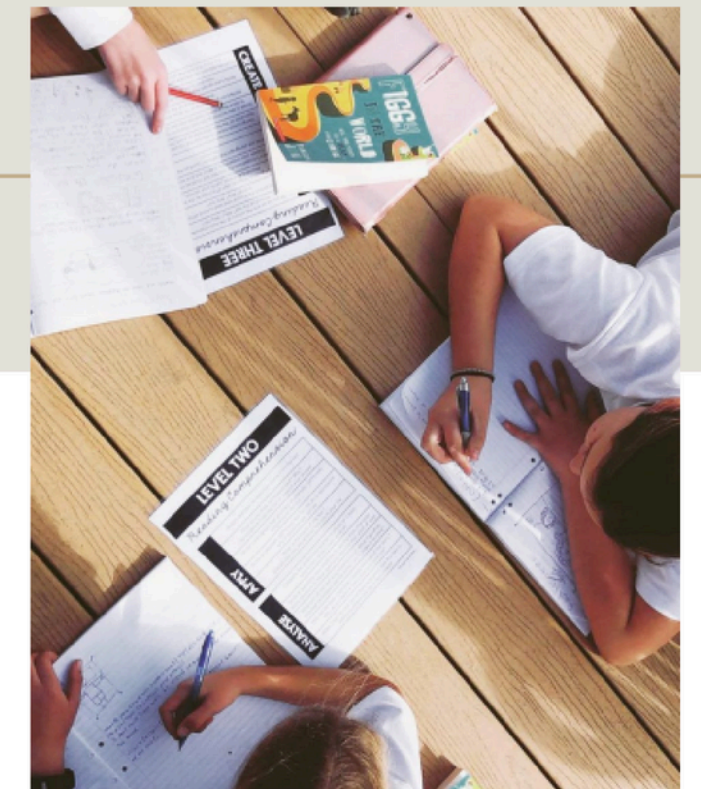
When students are given the freedom to choose, their interest, they are able to improve their reading ability.

ABOUT THE DAILY 5



1 - THE SYDNEY TEACHER

IMPLEMENTING *daily 5* IN UPPER PRIMARY



THE SYDNEY TEACHER

Have you been thinking about implementing Daily 5 in your upper primary classroom? This sounds like you, you are a friend!

I was in this exact same position. I had heard amazing things about working in the lower grades, but I was in the lower grade activities for my Year 5 class. I was doing anything suitable.

So, after doing extensive research, I created my own Daily 5 framework (and LOVED) ever since!

But, before I share how I use it in my classroom, it's important to understand the philosophies that underpin it.

ABOUT THE DAILY 5

The Daily 5 framework was created by educators and sisters, Gay Boushey and Mosier.

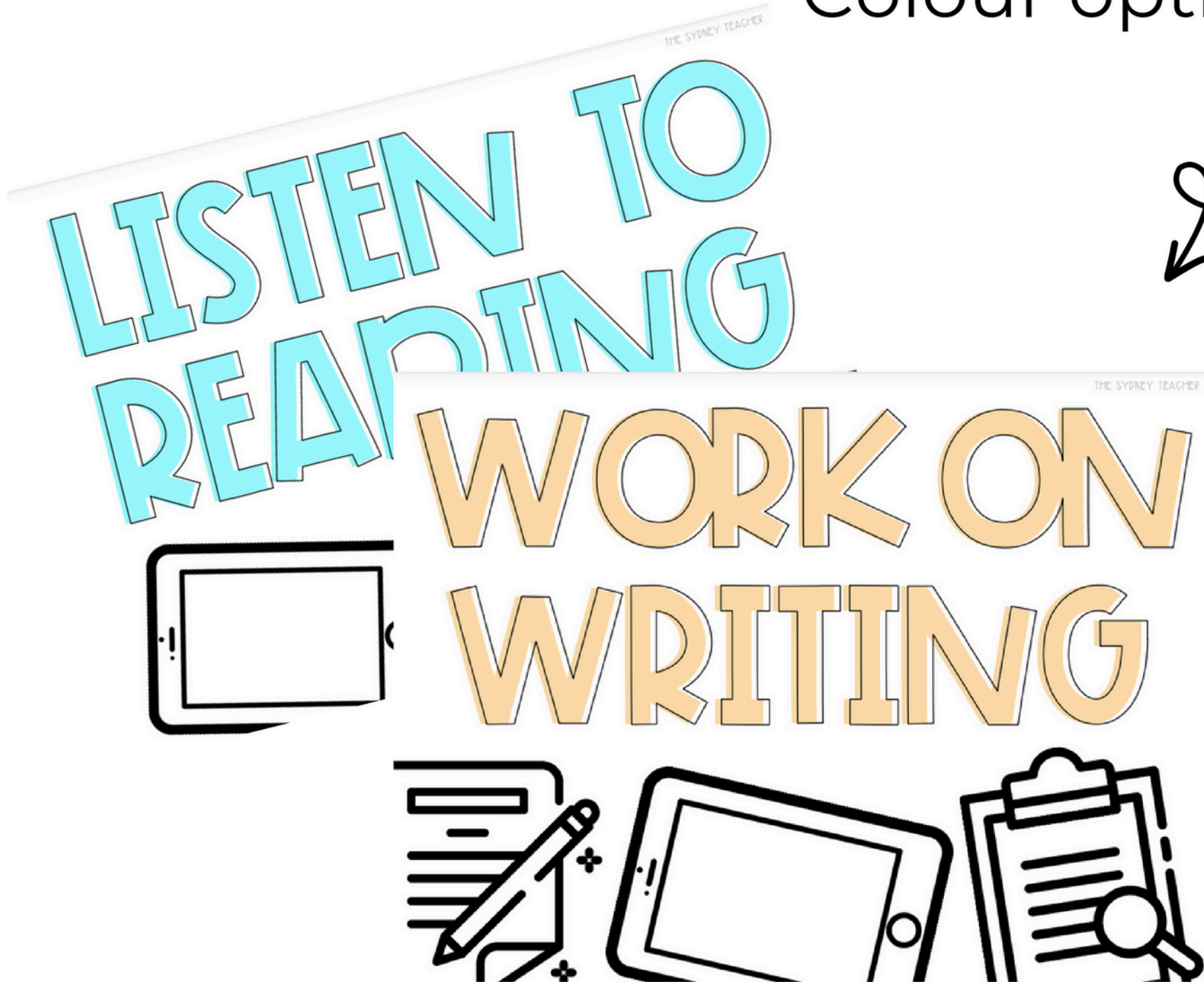
In their 2006 book *The Daily 5*, they reflected on current research and classroom experience to create a framework that "eliminated busy work, developed student independence, increased engagement, and accelerated growth."

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

DAILY 5 POSTERS

Colour option



Black and white versions included!



WHAT OTHERS ARE SAYING!

Love this!! I made this resource into booklets and used during our literacy groups. **The questions are great** and helped the students find ones that gravitated towards them.

Super easy to use! Can be used in whole class or reading groups, even split / online with any text.



Loved using these recently during my reading sessions. I give the students a choice of which activity they want to complete that focuses on our strategy for the lesson. **They love the idea of getting to choose their own task.**

LOOKING FOR MORE?



“

This resource is fantastic. **It has saved me so much time** at the beginning of the year and helped me set up the concept of using daily 5 in my stage 3 classroom.

”

UPPER PRIMARY DAILY 5
MEGA BUNDLE

WORK ON WRITING
WHOLE YEAR BUNDLE
THE SYDNEY TEACHER
YEARS 4-6

BLOOM'S TAXONOMY
READING COMPREHENSION
THE SYDNEY TEACHER
LEVEL TWO
YEARS 4-6

SUPER SIX STRATEGY
READING COMPREHENSION
THE SYDNEY TEACHER
SUPER SIX
YEARS 4-6

LITERATURE CIRCLES
READING COMPREHENSION
THE SYDNEY TEACHER
YEARS 4-6

BLOOM'S TAXONOMY
SPELLING WORD WORK
THE SYDNEY TEACHER
LEVEL ONE
YEARS 4-6

YEARS 4-6 THE SYDNEY TEACHER