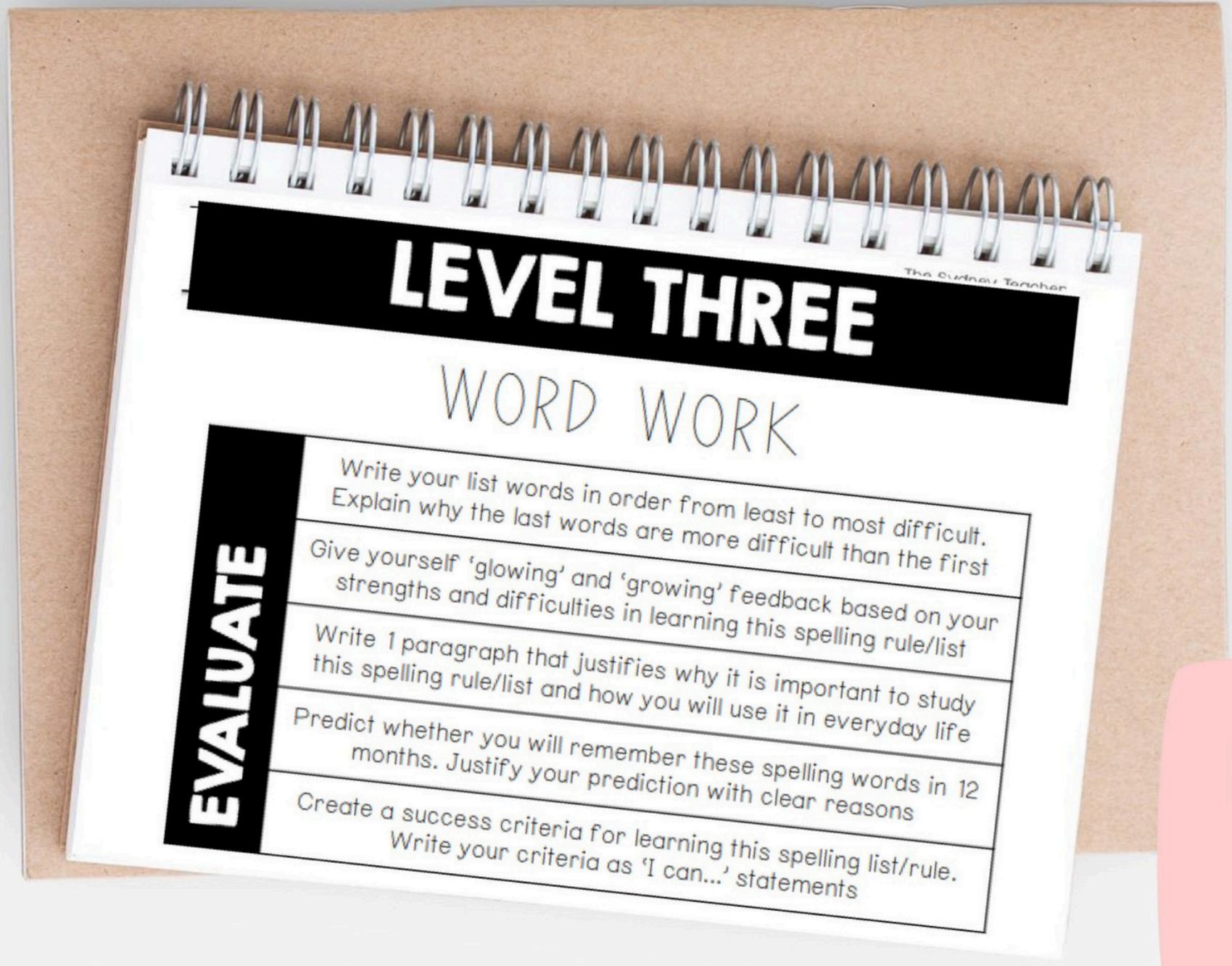


UPPER PRIMARY  
BLOOM'S  
TAXONOMY  
SPELLING  
WORDWORK



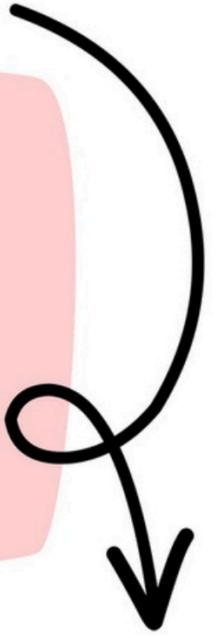
**LEVEL THREE**

WORD WORK

**EVALUATE**

- Write your list words in order from least to most difficult. Explain why the last words are more difficult than the first
- Give yourself 'glowing' and 'growing' feedback based on your strengths and difficulties in learning this spelling rule/list
- Write 1 paragraph that justifies why it is important to study this spelling rule/list and how you will use it in everyday life
- Predict whether you will remember these spelling words in 12 months. Justify your prediction with clear reasons
- Create a success criteria for learning this spelling list/rule. Write your criteria as 'I can...' statements

Keep scrolling to see what's included!



# READY TO FOSTER CRITICAL THINKING SKILLS THROUGH HIGHLY ENGAGING ACTIVITIES?



Practice critical and creative thinking with ANY spelling list



Use for small group instruction to target individual student needs



Supplemental resources to support your Daily 5 program

## BLOOM'S TAXONOMY SPELLING WORD WORK Ad

the SYDNEY teacher

### WORD WORK

words and rewrite them in 5 (separate) descriptive sentences

sentence that incorporates as many spelling words as possible

that uses the 5 senses (taste, smell, feel, hear, see) as possible

### WORD WORK

words in order from least to most difficult. List words are more difficult than the first

ing' and 'growing' feedback based on your difficulties in learning this spelling rule/list

that justifies why it is important to study it and how you will use it in everyday life

will remember these spelling words in 12 your prediction with clear reasons

criteria for learning this spelling list/rule. criteria as 'I can...' statements

CREATE

45:00

Create a crossword puzzle for at least 10 spelling words. Provide a set of creative clues to match

Write a short script for a play or TV show that incorporates all of your spelling words

Create an artwork that incorporates nothing but your spelling words

Design and create a board game to play with your spelling words

Write a rhyming poem or rap that includes at least 5 of your spelling words

DAILY 5

Ad

WORD WORK

INCLUDES TASK CARDS AND EDITABLE SLIDES WITH TIMERS!

YEARS 4-6

# WHAT'S INCLUDED?

- Printable and digital organisers for each differentiated skill
- Editable PowerPoint with timers (30 different spelling activities!)
- Editable Daily 5 timetable
- Daily 5 colour AND black & white poster set
- How to implement Daily 5 e-book



# DIFFERENTIATED SKILL LEVELS



- 1 Remember
- 2 Understand
- 3 Apply
- 4 Analyse
- 5 Evaluate
- 6 Create

# PRINTABLE AND DIGITAL

## LEVEL TWO

### WORD WORK

<b>APPLY</b>	Select 5 spelling words and rewrite them in 5 (separate) descriptive sentences
	Write a stretchy sentence that incorporates as many words as possible, then illustrate your sentence
	Write a paragraph that uses the 5 senses (touch, sight, sound) and as many spelling words as possible
	Write a character description paragraph that includes 7 of your spelling words
<b>ANALYSE</b>	Write a list of words that rhyme with your spelling words
	Look up 2 list words in the dictionary. Compare their definitions
	Select 5 list words and research their etymology. Record your research in dot points
	Categorise (group) your words based on spelling rules you find. Explain how you have chosen
	Choose a spelling rule found in your list or create your own. Write words that follow the same rule, e.g. F

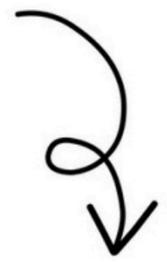
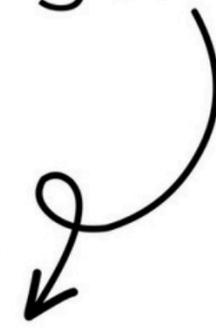
Print and go!

PowerPoint Slides!

## LEVEL ONE

### WORD WORK

<b>REMEMBER</b>	Write your spelling list in rainbow colours
	Write your spelling list in fancy writing
	Write your spelling list with your opposite hand
	Write your spelling list in alphabetical order
<b>UNDERSTAND</b>	Write your spelling list colour-coding consonants and vowels
	Use your dictionary to define 5 unknown or unusual words
	Write antonyms (opposite words) for all your spelling list
	Write synonyms (similar words) for all your spelling list
	Rewrite your spelling words, segmenting them into syllable chunks, e.g. elephant = el-e-phant
	Rewrite your spelling words, segmenting them into sound chunks, e.g. elephant = e-l-e-ph-a-n-t



# POWERPOINT SLIDE SNEAK PEEK!

**UNDERSTAND**

**DAILY 5**

Use your dictionary to define 5 unknown or unusual words

Write antonyms (opposite words) for all your spelling list

Write synonyms (similar words) for all your spelling list

Rewrite your spelling words, segmenting them into syllable chunks, e.g. elephant = el-e-phant

Rewrite your spelling words, segmenting them into sound chunks, e.g. elephant = e-l-e-ph-a-n-t

**DAILY 5**

**UNDERSTAND**  

Write antonyms (opposite words) for all your spelling list

**DAILY 5**

**REMEMBER**  

Write your spelling list in rainbow colours

**DAILY 5**

**APPLY**  

Write a character description paragraph that includes at least 7 of your spelling words

**DAILY 5**

**ANALYSE**  

Choose a spelling rule found in your list and write a new list of words that follow the same rule, e.g. PH – photo, graph

**EVALUATE**

**DAILY 5**

Write your list words in order from least to most difficult. Explain why the last words are more difficult than the first

Give yourself 'glowing' and 'growing' feedback based on your strengths and difficulties in learning this spelling rule/list

Write 1 paragraph that justifies why it is important to study this spelling rule/list and how you will use it in everyday life

Predict whether you will remember these spelling words in 12 months. Justify your prediction with clear reasons

Create a success criteria for learning this spelling list/rule. Write your criteria as 'I can...' statements

**DAILY 5**

**EVALUATE**  

Write 1 paragraph that justifies why it is important to study this spelling rule/list and how you will use it in everyday life

**DAILY 5**

**CREATE**  

Create a crossword puzzle for at least 10 spelling words. Provide a set of creative clues to match

# DAILY 5 OVERVIEW

## DAILY 5 EXAMPLE

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

**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  
WORK WITH TEACHER

Type here  
READ TO SELF

Type here  
READ TO SOMEONE

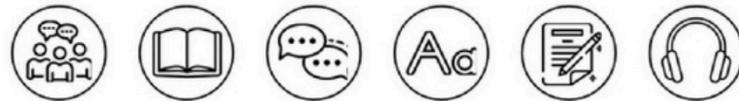
Type here  
WORK ON WRITING

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

**GROUP 1** **30:00**

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 framework. Students in each group may complete different levels or amounts of work.

### DAILY 5 EXAM

WORK WITH TEACHER

**GROUP 1** Read the School Magazine with the 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 the audiobook of Charlotte's Web. LISTEN

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](http://thesydneyteacher.com)!

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

*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](http://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 Super Six Comprehension Pack.

As a busy Year 5 teacher, I found the Daily 5 framework block for maximum teaching reading the way my school does.

### GETTING SET

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

Therefore before you implement it, you will not only need to have explicit books that are c...

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

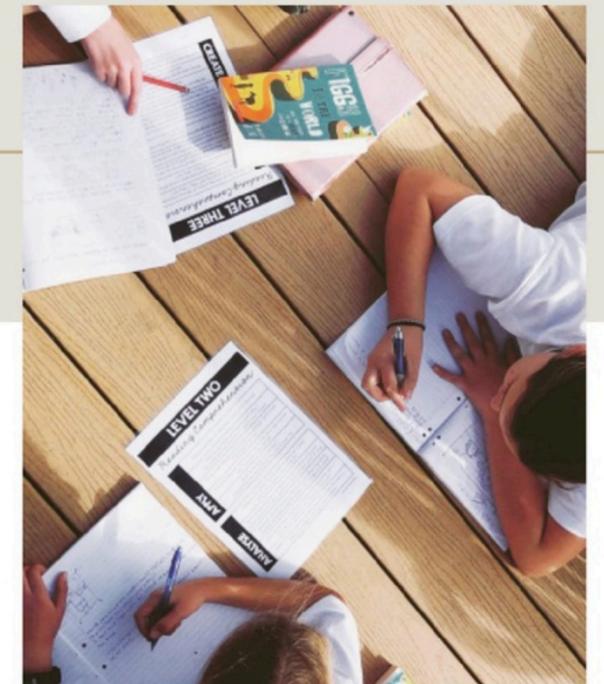
When students are given the freedom to choose, their ability improves.

## ABOUT THE DAILY 5



1 - THE SYDNEY TEACHER

## IMPLEMENTING *daily 5* IN UPPER PRIMARY



THE SYDNEY TEACHER

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

I was in this exact same place when I heard amazing things about working in the lower grades. I created anything suitable for my Year 5 class.

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 Meyer.

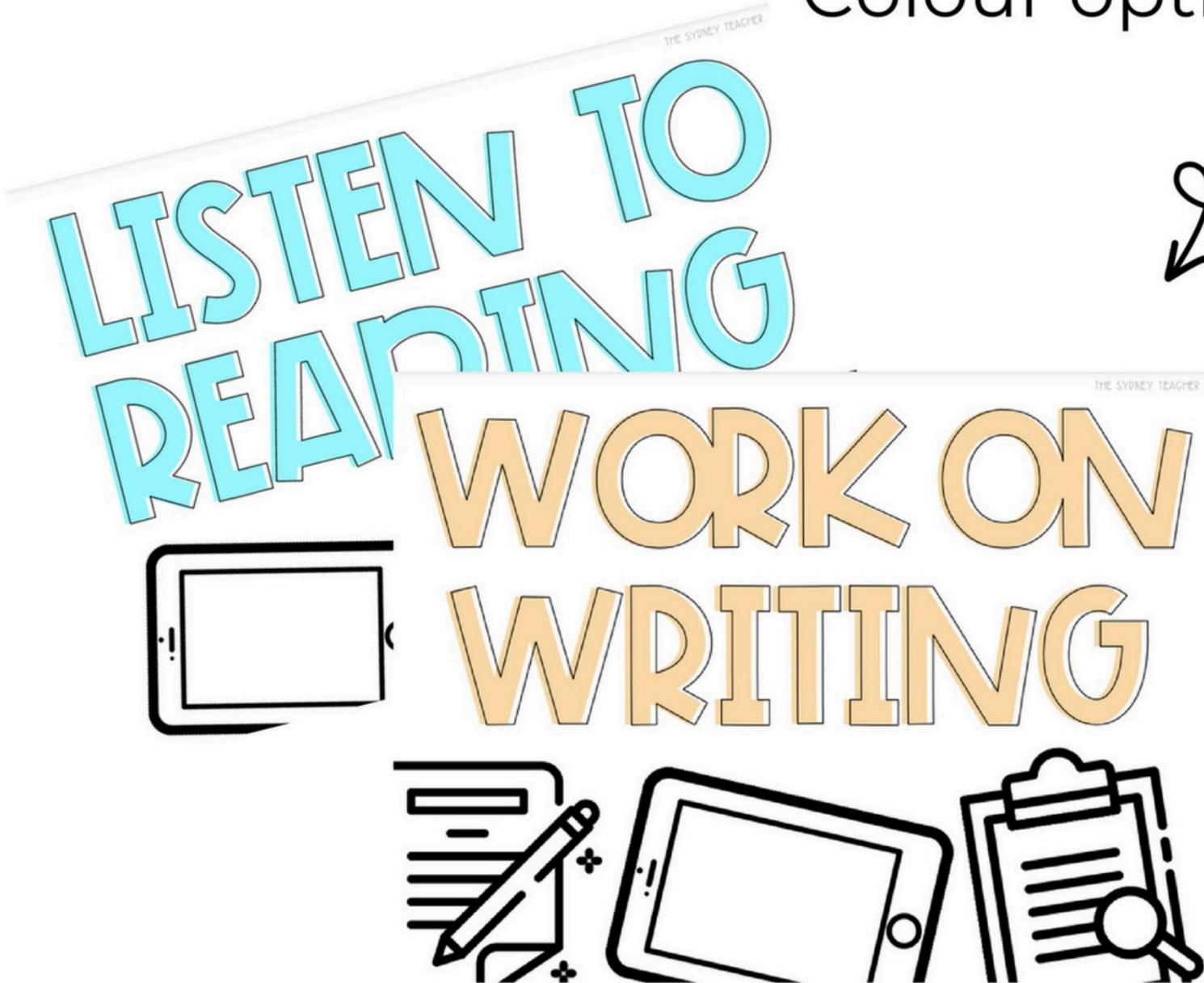
In their 2006 book *The Daily 5*, they reflected on current research and classroom experience to create a framework that "eliminated busy work, developed student independence, increased engagement, and accelerated growth."

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!



This was a great resource to use with as a rotations during my guided reading rotations, **the kids were super engaged** and were able to work on this independently.

**LOVE!** A great resource!

**My students loved this resource!**

It was fantastic to keep them engaged and focused during our teaching time. **I loved how easy it was to access** and simple it was to use as a whole class resource. Fantastic!

# 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.

”

The graphic features a white background with an orange border. At the top, the text 'UPPER PRIMARY DAILY 5' is in black, and 'MEGA BUNDLE' is in large, bold, orange letters. Below this, five smaller resource covers are displayed in a grid. Each cover includes a title, a small image of the resource, and the text 'THE SYDNEY TEACHER' and 'YEARS 4-6'. The resources are: 'WORK ON WRITING WHOLE YEAR BUNDLE' (pink border), 'BLOOM'S TAXONOMY READING COMPREHENSION LEVEL TWO' (blue border), 'SUPER SIX STRATEGY READING COMPREHENSION' (green border), 'LITERATURE CIRCLES READING COMPREHENSION' (orange border), and 'BLOOM'S TAXONOMY SPELLING WORD WORK LEVEL ONE' (purple border). At the bottom, 'YEARS 4-6' is written in white on an orange background, and 'THE SYDNEY TEACHER' is written in black on a white background.