



# Collegial Circle Final Report

Please type in the information on this form, print it and send it to the Teacher Center along with the Collegial Circle copies in the check list below. Also, attach it to an email to Laurie Hummel to share in the Teacher Center's online Collegial Circle Library. Thank you for being a part in the effort to improve teaching and learning for our students.

## COLLEGIAL CIRCLE INFORMATION

Title of Circle: The Daily Five Standards Area: ELA

Facilitator: Margaret Warren (Meg) School(s): Mendon Center

Beginning Date: 7/7/09 Ending Date: 1/10 # of Hours: 12

Participants (list): Meg Warren, Caren Glassman, Cathy Schneider, Bridget Bauman, Dana Quiel, Ashley Pulver, David John, Terry Nicosia, Liz Knowles

Please attach copies of the following to this report:

- ✓ Collegial Circle Attendance Log (required for payment)
- ✓ Collegial Circle Meeting Log
- ✓ Log of Strategies Implemented
- ✓ Samples of implementation strategies or student work samples if applicable
- ✓ Collegial Circle Reflection Sheets (each member fills one out)

## COLLEGIAL CIRCLE DESCRIPTION

(Type your answer in the grey box below the question. The size of the box will adjust to the length of your answer.)

### What were the anticipated objectives of this Circle?

To familiarize and implement The Daily Five, an approach to the management, activities and structure of our daily literacy block. The Daily Five is a method of structuring the reading block so that every student is independently engaged in meaningful literacy tasks.

### What grade level(s) and or subject area(s) would benefit from this Circle?

Grades K-5 – we specifically addressed the needs of students in 1<sup>st</sup> and 2<sup>nd</sup> grade

## FINAL REFLECTIONS

(Type your answer in the grey box below the question.)

### Was the outcome/goal of this Collegial Circle met? Explain.

Our goal was to provide students with whole group instruction in the process and procedures of The Daily Five. This systematic instruction would eventually result in the students being engaged independently in one of the five activities; Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading. Some of us added a sixth component, Work on Reading, to follow reading group instruction. During this time, teachers would have the opportunity to meet with small groups or individual students providing focused and intense reading instruction. Our goal was also to limit the number of work sheets as well as foster a classroom community based on teamwork and cooperation. After a number of weeks introducing the five components, students have been actively and independently engaged in The Daily Five since October/November.

### How did the Collegial Circle assess whether the outcome was met?

Outcomes were met through periodic check-ins (e-mails, class visits and conversations) as well as small informal group sharing throughout the year. All teachers became familiar with, and implemented some form of, The Daily Five in their classroom. Students were provided three-five weeks of whole group instruction with the procedures of the 5 components. As a result students are now independently engaged in The Daily Five routines for the 60-90 minute literacy block.

### How did your work impact teaching/learning? Include student work samples, lesson plans, peer reviews, etc.

Our collegial circle work impacted student's work in a number of ways. Students are now able to independently choose "just right books" for their individual book bins. They are also able to choose from one of the Daily Five activities in 20-30 minute blocks. Whole group mini-lessons are provided in-between rotations as well as guided

reading group instruction and support by individual teachers and para-professionals. Through The Daily five, children have learned the importance of building stamina when learning to read independently during Read to Self. We have also provided a variety of teaching techniques, as well as materials, to keep interest levels high and students engaged in Word Work activities. A classroom community based on teamwork and support was also created. Children are engaged in meaningful literacy tasks during the literacy block.

**Comments/additional information to share.**