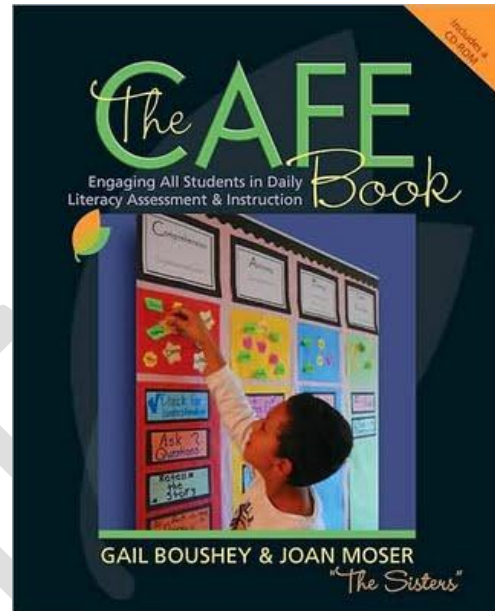
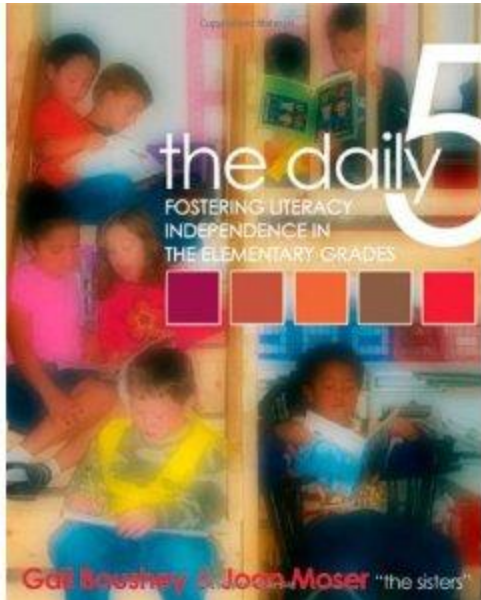


Daily 5 and CAFÉ Guide



Written by Tara Durning Leander
www.msurning.blogspot.com

Table of Contents

Introduction	Page 2
Getting Started	Page 5
The Launch	Page 9
Read to Self	Page 29
Read to Someone	Page 32
Work on Writing	Page 34
Word Work	Page 36
Listening to Reading	Page 38
Accountability	Page 39
Appendix	Page 40



The Daily 5 and CAFÉ

By Gail Boushey and Joan Moser

What is The Daily 5?

The daily 5 is more than a curriculum framework or management system. It is a structure that helps students develop the daily habits of reading and fosters independence. The Daily 5 is a structured alternative to reading centers. The 5 in Daily 5 stands for read to self, read to someone, listening to reading, word work, and writing. This guide will take you through each Daily 5 component with examples, resources, and suggestions. Please note The Daily 5 book should be read prior to this guide.

What is the difference between The Daily 5 and traditional centers?

Choice is what fosters independence and motivates students to read. The Daily 5 encourages real life reading experiences which is not only highly effective but requires little preparation on the teachers' behalf. Traditional centers may often be viewed as “busy work” with lots of worksheets and “fluff” to keep the students busy while the teacher works with small groups.

What is CAFÉ?

CAFÉ is an acronym for comprehension, accuracy, fluency, and expand vocabulary. Together these pieces make up a good reader.

Is there a difference between CAFÉ and Daily 5?

Yes. The Daily 5 is a structure and the CAFÉ is a teaching tool.

Where should I get my CAFÉ mini lessons from?

You'll need to know your students. I guarantee your lessons will change year to year as your students change. Your mini lessons should be based off the needs of your students. The back of the CAFÉ book has suggestions on how to teach each strategy. There are also many wonderful resources on the Internet and several great books. I would recommend any books by Debbie Miller, Debbie Diller, Reggie Routman, and Patricia Cunningham. Always consult the NYS ELA standards to guide your instruction.

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela_final.pdf

What is the difference between a strategy and a mini lesson?

The strategies come from The CAFÉ Book. They make up the CAFÉ menu. The mini lessons are how you teach each strategy. Since you will be reinforcing each strategy many times throughout the year you wouldn't use the same mini lesson each time. See appendix 1, 2, and 3 for the CAFÉ menus. See appendix 10-17 for strategy group and one on one conference lesson guides.

How do I fit in guided reading, one on one conferences, and strategy groups?

You need to be flexible. All three are important components to learning how to read. Your schedule may change week to week. Let's say you meet with 3 groups a day. 2 groups may be guided reading and during the last 20 minute round, you may meet one on one with 4 different students for 5 minutes each. Do not think you need to meet with each child every day. You may meet with your below average students 4 times a week, average students 2-3 times a week, and above average 1-2 times a week. Independence fosters successful readers. As far as strategy groups, create them as you see necessary. There may be concepts that a group of students (even on different reading levels) just don't get. Form a strategy group and work with them a couple of times to reinforce a specific strategy or concept.

Please note: you must read The CAFÉ Book and The Daily 5 prior to this handbook. This is merely a guide to assist with common questions and concerns. It should not replace reading the books.

Starting the Daily 5 and CAFÉ

There are a few things you'll need to get started with the Daily 5 and CAFÉ.

*Note: make forms that work best for YOU. I'm including suggestions, but it doesn't necessarily mean they'll work for you. After making many different forms, this is what worked best for me. You may also wish to use the forms that are provided in the appendix of The CAFÉ book. My documents are alterations of the originals created by Gail Boushey and Joan Moser.

First, you'll need a binder to organize your conference forms and guided reading plans. Inside you should have a tab with each student's name and a conference sheet that will guide your instruction and knowledge of each child as a reader (appendix 4). Also inside your binder you may wish to have a tab for each of your guided reading groups or strategy groups. I prefer to type my plans for each guided reading book (appendix 5) but will often handwrite my strategy group plans (appendix 6).

Find a way to organize yourself. Since I frequently move around to work one on one with students and meet with reading groups, I like to be mobile. Inside my reading bag I keep my binder, dry erase boards, copies of the guided reading books, magnetic letters, markers, pencils, and sticky notes.



Getting Organized!

Next, you'll want to create a CAFÉ menu in your classroom. You want to make sure it will be noticeable to your students. You'll want to have a background and a frame. If you're teaching kindergarten and possibly first, you may wish to handwrite or type the strategies so that the students can read them. The CAFÉ Book suggests that the older students write the strategies to have ownership. In this case, as the book suggests, you would choose an "expert" to represent each strategy taught.



Develop a way to keep track of your students' choices. There are many ways to do this. You may want to use a pocket chart, a clip board, or a laminated sheet of paper. I found that the laminated sheet of paper works best for me. During the first 5 minutes of Daily 5 the students quickly tell me their choices for the day and I record them with a dry erase marker. After reading, I record their choices in my binder (appendix 7) so I can keep track of their choices. This was another document that I changed several times before finding the one that worked for me. On Thursdays, I remind students what they have not done yet since they must do everything at least once.



	Round1	Round2	Round3
Abbey	R	ms.o	RS
Angela	ms.o	L	R
Ariana	ms.o	—	—
Brian	ms.o	RS	R
Carter	R	RS	ms.o
Faith	ms.o	WW	R
Josh	R	W	ms.o
Ojas	L	ms.o	R
Thalia	R	ms.o	RS

☐ Read to self
 ☐ Read to someone
 ☐ Write
 ☐ Work on math
 ☐ Work on writing

There is a dot next to Thalia's name so that the same student doesn't choose first every day.



If you choose to do a pocket chart, you may wish to have the students complete their choices as morning work.

Come up with a schedule that works for you and your students. The CAFÉ Book suggests mini lessons be as long in duration as the students' ages. Your reading block will also be shorter in early elementary grade levels. Here is an example of a second grade schedule (which can easily be adapted for any grade):

10 minutes- students gather on carpet, teacher makes any necessary announcements, students make choices.

10 minutes- Daily Language Review by Evan Moor

20 minutes- Teacher meets with guided reading group, strategy group, or one on one conferences.

7 minutes- Comprehension mini lesson

20 minutes- Teacher meets with guided reading group, strategy group, or one on one conferences.

7 minutes- Accuracy mini lesson

20 minutes- Teacher meets with guided reading group, strategy group, or one on one conferences.

7 minutes- Fluency/Vocabulary mini lesson

3 minutes- Wrap up and share

Total duration- 1 hour and 45 minutes

*The first month of school is all about developing routine and stamina. The above schedule should not be implemented until at least October when your students have built enough stamina and understand your expectations. The following section will show an example of what your first month may look like. You may need more time or less time to establish The Daily 5 in your classroom. It all depends on your students. Even if your students have experience with The Daily 5, you must begin with establishing the environment and expectations you want in your classroom.

Launching The Daily 5 and CAFÉ

This was developed by combining the launch in The Daily 5 book and the launch in The CAFÉ Book. Please note that you need to make this work for you and your class. You may notice you need to spend more or less time modeling certain areas. If you are teaching kindergarten you'll want to consult the kindergarten CAFÉ menu (appendix 2) and replace the mini lessons with more developmentally appropriate strategies. If you're teaching older students you may want to model more often with chapter books than picture books. These are the choices you have to make as you see fit in your classroom with your group of students. This is merely a guide. The important piece is to introduce each Daily 5 component one at a time as done in the following launch plan.

Day 1

CAFÉ: Introduce CAFÉ menu. Introduce/model check for understanding. Teach song:

Our Check for Understanding Song

(Tune: Hokey Pokey)

You have a great new book
and you've started to read
You know a lot of words but
there's something else you need.
You must check for understanding
and ask "Who?" and also "What?"
that's what reading's all about!

Read aloud and model

5 Minute Brain Break

Read to self

Anchor chart:

"3 ways to read a book" (only introduce the first 2 today)

-Model both reading words and reading pictures.

I-chart:

Why do we read? What does reading look like? Sound like? Write down student responses to student and teacher behaviors.

-Model correct and incorrect behaviors.

*3 minute stamina building

Check-in and review

5 Minute Brain Break

CAFÉ: Review check for understanding song and concept. Introduce cross checking. Sing song:

Our Cross-Checking Song

(Tune: Do Your Ears Hang Low)

I am stuck on a word
but I know just what to do
I will look at the letters
and then at the picture, too.
Does the word that I think it is
make a lot of sense?
This is called cross-check!

Look at yesterday's read aloud again and model what cross checking looks like.

*3 minute stamina building

Check-in and review

Graph stamina minutes

5 Minute Brain Break

CAFÉ: Review check for understanding and cross checking. Sing songs again. Introduce tune into interesting words. Model using read aloud.

With remaining time, have students decorate their check for understanding bookmarks.

Day 2

CAFÉ: Review check for understanding and sing song. Introduce back up and reread, a fix-up strategy when check for understanding doesn't work. Introduce song:

Our Back Up and Reread Song

(Tune: B-I-N-G-O)

I read a bit and now I found I really just don't get it.

Now what should I do?

Now what should I do?

Now what I should I do?

I'll back up and reread it!

Model using read aloud.

5 Minute Brain Break

Read to self

Review:

Review "3 ways to read a book" anchor chart

-Introduce and model the third: retell familiar text using previously read read-aloud.

Review:

Review read to self I-chart. Model correct and incorrect behaviors.

*Add 1-2 minutes to read to self stamina if students were able to do 3 minutes.

Check-in and review

CAFÉ: Review check for understanding, cross checking, and tune into interesting words strategies. Sing our songs and talk about what they mean.

5 Minute Brain Break

*Stamina building

Check-in and review

Graph stamina minutes

CAFÉ: Read aloud and model check for understanding, cross checking, tune into interesting words, and back up and reread.

Day 3

Read to self

I-chart:

“Where to sit in the room”

- Write down students responses to teacher and student behavior.
- Model finding a good spot to read.

Review:

Review the “3 ways to read a book” using a read aloud. While reading this book, model strategies we’ve learned thus far: check for understanding, cross checking, tune in to interesting words, back up and reread.

5 Minute Brain Break- Sing our strategy songs

Review:

Review read to self I-chart.

*Add 1-2 minutes to read to self stamina.

Check-in and review

CAFÉ: Read aloud and model the previously learned strategies.

5 Minute Brain Break

*Stamina building

Check-in and review

Graph stamina minutes

Day 4 (If enough stamina is built, begin pulling students for assessment)

CAFÉ: Read aloud and review check for understanding, cross checking, tune into interesting words, and back up and reread.

Read to self

Anchor chart:

“How to treat our books”

- Model correct and incorrect ways of treating our classroom library.

5 Minute Brain Break

Review:

Review the “3 ways to read a book” using a read aloud.

Review:

Review “Where to sit in the room” I-chart.

-Practice

5 Minute Brain Break

Review:

Review read to self I-chart

*Add 1-2 minutes to read to self stamina then check-in and review.

CAFÉ: Read aloud and review check for understanding, cross checking, tune into interesting words, and back up and reread.

5 Minute Brain Break

*Add 1-2 minutes to read to self stamina then check-in and review.

Day 5 (If enough stamina is built, begin pulling students for assessment)

CAFÉ: Read aloud and review check for understanding, cross checking, tune into interesting words, and back up and reread.

Read to self

Review:

Read aloud

-Review ways to read a book, where to sit in the room, and read to self behaviors.

*Add 1-2 minutes to read to self stamina.

Check-in and review

5 Minute Brain Break

CAFÉ: Read aloud and review check for understanding, cross checking, tune into interesting words, and back up and reread.

*Stamina building

Check-in and review

Graph stamina minutes

5 Minute Brain Break

Writing:

Demonstrate and model underlining words you are not sure how to spell.

Day 6 (assess/instruction if enough stamina is built)

Read to self /CAFÉ

Anchor chart:

Introduce “choosing good fit books”

- Go over “I pick” bookmarks
- Book-to-shoes lesson
- Read aloud while modeling check for understanding, cross checking, tune into interesting words, and back up and reread.

Allow students 5 minutes to practice picking a good fit book.

5 Minute Brain Break- Show Ipick video and practice <http://saccoccioj.wonecks.net/our-videos/>

Review:

Review read to self I-chart

*Add 1-2 minutes to read to self stamina

- Check-in and review

CAFÉ: Read aloud and review check for understanding, cross checking, tune into interesting words, and back up and reread.

*Stamina building

- Check in and review

Graph stamina minutes

5 Minute Brain Break

Writing:

I-chart:

“Working on writing”

- Write students responses to student and teacher behaviors.
- Model correct/incorrect writing behaviors

*3 minute stamina building

-check-in and review

5 Minute Brain Break

*3 minute stamina building
-check-in and review

Day 7 (Assess/instruct if enough stamina is built)

CAFÉ: Introduce monitor and fix up (have a student now write strategies on the cards) and modeling while reading aloud

Read to self

Review:

Read aloud

-review “good-fit” books
-review read to self I-chart

*Add 1-2 minutes to read to self stamina
-check-in and review

Graph stamina minutes

5 Minute Brain Break- practice I pick song

Writing:

Review:

Review “working on writing” I-chart
-Model correct/incorrect writing behaviors

*Add 1-2 minutes to writing stamina
-check-in and review

CAFÉ: Read aloud and introduce voracious reading as it relates to vocabulary.

5 Minute Brain Break

*Stamina building (writing)
-check-in and review

Day 8 (Assess/instruct if enough stamina is built)

CAFÉ: introduce fluency and voracious reading. Read aloud.

Read to self

Review:

Read aloud

- review "good-fit" books
- review read to self I-chart

*Add 1-2 minutes to read to self stamina

- check-in and review

Graph stamina minutes

5 Minute Brain Break- IPICK song

CAFÉ: Read aloud and introduce voracious reading as it relates to vocabulary and monitor and fix up.

Writing:**I-chart:**

"Where to sit in the room during writing"

- Model correct/incorrect behaviors

*Add 1-2 minutes to writing stamina

- check-in and review

5 Minute Brain Break

*Stamina building

- check-in and review

Day 9 (assess/instruct if stamina is built enough)

Read to self/CAFÉ

Review:

Read aloud and model check for understanding and monitor and fix up.

- review "good-fit" books
- review read to self I-chart

*Add 1-2 minutes to read to self stamina

- check-in and review

Graph stamina minutes

5 Minute Brain Break**Writing:****Anchor chart:**

Brainstorm a list of topics students could write about.

Review:

Review writing I-chart

-Model correct/incorrect behaviors

*Add 1-2 minutes to writing stamina

-check-in and review

CAFÉ: Read aloud and introduce voracious reading as it relates to vocabulary and monitor and fix up.

5 Minute Brain Break

*Stamina building

-check-in and review

Day 10 (assess/instruct if stamina is built enough)**Read to self/CAFÉ****Review:**

Read aloud and review check for understanding/monitor and fix up/voracious reading

-review "good-fit" books

-review read to self I-chart

*Add 1-2 minutes to read to self stamina

-check-in and review

Graph stamina minutes

5 Minute Brain Break**Writing:****Anchor chart:**

Brainstorm a list of forms students could write about (letters, lists, narratives, expository, poetry)

Review:

Review writing I-chart

*Add 1-2 minutes to writing stamina

-check-in and review

CAFÉ: Read aloud and modeling comprehension strategies already taught.

5 Minute Brain Break

*Stamina building

-check-in and review

Day 11 (Assess/instruct if stamina is built enough)

Read to self

Review:

Quick review of charts

*Add 1-2 minutes to stamina

Graph stamina

CAFÉ: Read aloud and model strategies previously learned.

5 Minute Brain Break

Writing

*Add 1-2 minutes to stamina

-check-in and review

CAFÉ: Read aloud modeling comprehension strategies already taught.

5 Minute Brain Break

Read to friend

Anchor chart:

“Why read to someone?”

Introduce EEKK (elbow, elbow, knee, knee), voice level. Model.

I-chart:

Write down students responses for student and teacher behaviors

-model correct/incorrect behaviors

*Practice for 3 minutes

-check-in and review

5 Minute Brain Break

*Stamina building

Day 12 (assess/instruct)

CAFÉ: Read aloud. Use prior knowledge to connect with text. Turn to elbow buddy and share experiences.

Read to self

Review:

Quick review of charts

*Add 1-2 minutes to stamina

Graph stamina

5 Minute Brain Break

Writing

*Add 1-2 minutes to stamina
-check-in and review

CAFÉ: Model picking a “just right book”

5 Minute Brain Break

Read to friend

Review:

Review I-chart
Review EEKK and voice levels

Model and practice how partners read the same book (I read, you read)

*Add 1-2 minutes to stamina
-check-in and review

CAFÉ: Read aloud chapter book and model previously taught strategies

5 Minute Brain Break

*Stamina building
-check-in and review

Day 13 (assess/instruct)

CAFÉ: Review and model using prior knowledge to connect with a text. Read aloud with a picture book.

Read to self

Review:

Quick review of charts

*Add 1-2 minutes to stamina

Graph stamina

5 Minute Brain Break

Writing

*Add 1-2 minutes to stamina

-check-in and review

CAFÉ: Model picking a just right book. Call on students to try.

5 Minute Brain Break

Read to friend

Review:

Review I-chart

Review EEKK and voice levels

Model and practice how partners read 2 different books.

*Add 1-2 minutes to stamina

-check-in and review

CAFÉ: Read aloud chapter book and model previously taught strategies.

*Stamina building

-check-in and review

Day 14 (instruct/assess)

CAFÉ: Read aloud using non fiction book modeling using prior knowledge to make connections.

Read to self

Review:

Quick review of charts

*Add 1-2 minutes to stamina

Graph stamina

5 Minute Brain Break

CAFÉ: Practice picking just right books. Have students try.

Writing

*Add 1-2 minutes to stamina

-check-in and review

5 Minute Brain Break

Read to friend

Review:

Review I-chart

Anchor chart:

Brainstorm and practice:

- How to choose books with a partner.
- Model "let's make a deal.. how about we do yours first and mine second?"
- Rock, paper, scissors

- *Add 1-2 minutes to stamina
- check-in and review

Day 15 (instruct/assess)

CAFÉ: use non fiction book to model using prior knowledge to connect with text.

Read to self**Review:**

Quick review of charts

- *Add 1-2 minutes to stamina

Graph stamina

5 Minute Brain Break

CAFÉ: Practice choosing just right books. Have students try.

Writing

- *Add 1-2 minutes to stamina
- check-in and review

5 Minute Brain Break**Read to friend****Review:**

Review I-chart

I- chart:

"Where to sit in the room during read to a friend" Write down students responses for student and teacher behaviors.

- *Add 1-2 minutes to stamina
- check-in and review

CAFÉ: Read aloud chapter book and review previously taught strategies.

Day 16 (assess/instruct)

CAFÉ: Read aloud modeling prior knowledge.

Read to self

*Add 1-2 minutes to stamina

Graph stamina

5 Minute Brain Break

CAFÉ: Practice choosing a just right book. Have students try.

Writing

*Add 1-2 minutes to stamina

5 Minute Brain Break

Read to friend

Review:

Review charts

I chart:

"How to choose a partner:

- not a best friend
- quiet way to find a partner
- tone (feelings)

*Add 1-2 minutes to stamina

- check-in and review

CAFÉ: Read aloud chapter book and model previously taught strategies.

Day 17 (assess/instruct)

CAFÉ: Introduce visualization/mental images using poetry.

Read to self

*Add 1-2 minutes to stamina

Graph stamina

CAFÉ: Use read aloud to model previously taught strategies.

Writing

*Add 1-2 minutes to stamina

5 Minute Brain Break

Read to friend

Review:

Review charts

Anchor chart:

“Coaching or time”

-Model and practice

*Add 1-2 minutes to stamina

-check-in and review

CAFÉ: Read aloud and model previously taught strategies.

Day 18 (assess/instruct)

CAFÉ: Read aloud poem and have students draw their visualization. Share and introduce the word schema.

Read to self

*Add 1-2 minutes to stamina

Graph stamina

CAFÉ: Read aloud. Discuss voracious reading and why it is so important.

Writing

*Add 1-2 minutes to stamina

5 Minute Brain Break

Read to friend

Review:

Review charts

Review “coaching or time”

-Model and practice

*Add 1-2 minutes to stamina

-check-in and review

CAFÉ: Read and model previously taught strategies

Day 19 (assess/instruct)

CAFÉ: Same as yesterday. Read aloud poetry and make mental images. Review schema.

Read to self

*Add 1-2 minutes to stamina

Graph stamina

CAFÉ: Introduce flip the sound. Read aloud and model using a picture book.

Writing

*Add 1-2 minutes to stamina

Read to friend

Review:

Review charts

Review "coaching or time"

-Model and practice

*Add 1-2 minutes to stamina

-check-in and review

5 Minute Brain Break

Word work (introduce a couple of items at a time)

Anchor chart:

"How to set up and clean up materials"

-Model set up and clean up

*Practice for 3-7 minutes

-check-in and review

CAFÉ: Read aloud. Continue with voracious reading.

Day 20 (assess/instruct)

CAFÉ: Same as yesterday read aloud poetry and create mental images. Review schema.

Read to self

*Add 1-2 minutes to stamina

Graph stamina

CAFÉ: Read aloud. Review previously taught strategies.

Writing

*Add 1-2 minutes to stamina

5 Minute Brain Break

Read to friend

Review:

Review charts

*Add 1-2 minutes to stamina
-check-in and review

Word work (introduce a couple of new items)

Review:

Review charts.

-Model set up and clean up

*Add 1-2 minutes to stamina
-check-in and review

CAFÉ: Read and review previously taught strategies

Day 21(assess/instruct)

CAFÉ: Read aloud and review visualization and schema.

Read to self

*Add 1-2 minutes to stamina

Graph stamina

Writing

*Add 1-2 minutes to stamina

CAFÉ: Practice choosing good fit books. Have students try.

Read to friend

Review:

Review charts

*Add 1-2 minutes to stamina

Word work (introduce a couple more new items)

Review:

Review charts.

-Model set up and clean up

*Add 1-2 minutes to stamina

-check-in and review

CAFÉ: Read aloud and review previously taught strategies.

Closure- wrap up**Day 22 (instruct)**

CAFÉ mini lesson (based on assessments):

Read to self

*Add 1-2 minutes to stamina

Graph stamina

Writing

*Add 1-2 minutes to stamina

Read to friend**Review:**

Review charts

*Add 1-2 minutes to stamina

Word work**Review:**

Review charts.

-Model set up and clean up

*Add 1-2 minutes to stamina

-check-in and review

Listen to reading**Anchor chart:**

"How to use listening center"

-model and practice

Closure- wrap up

Day 23

CAFÉ mini lesson (based on assessments)

Read to self

*Add 1-2 minutes to stamina

Graph stamina

Writing

*Add 1-2 minutes to stamina

Read to friend

Review:

Review charts

*Add 1-2 minutes to stamina

Word work

Review:

Review charts.

-Model set up and clean up

*Add 1-2 minutes to stamina

-check-in and review

Listen to reading

Review:

Review anchor chart

-model and practice

Closure- wrap up

Day 24 and on will follow the daily 5 schedule. Introduce choices model/practice

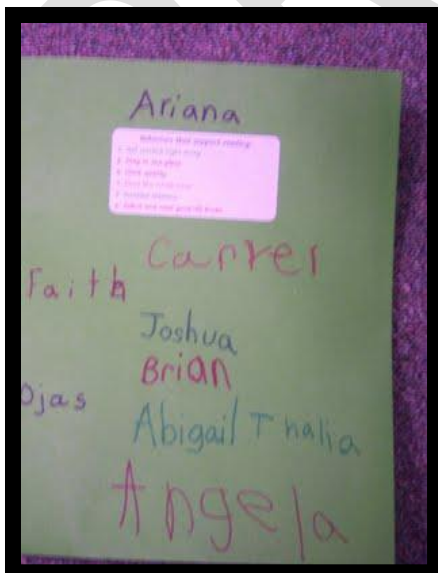
More About The Launch

Is it as overwhelming as it looks?

No, but as I said you MUST read both books first. If you look at the launch in both books you'll see that all I did was smush them together. Make it your own. If your reading block is less time then of course you won't be able to fit everything in. If you have a wild class then they will require much more stamina building and modeling. Use this as a guide, not as a lesson plan that you must follow.

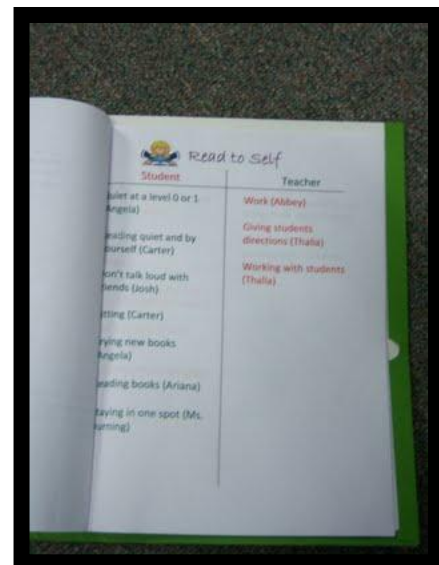
My room is small so where do I hang all the I-charts and anchor charts?

Hang the ones you are currently working on (yes, it might look cluttered but it's temporary). At the end of reading each day I would type up the current I-chart and anchor chart and put it into a folder. This way when you need to refer back to certain charts or if later in the year certain students need a review, it's there!



- 28 -

Students signed the front as a contract of agreement.



Tara Durning Leander

Typed I-chart example inside of the folder.

t.com

Read to Self



What is read to self?

Read to self is when the students read independently. Younger students will most likely whisper to themselves while older students will begin to read silently. When students read to self they read books at their independent level (good-fit) the entire time. Students are required to choose read to self each day.

How do students know if a book is a good-fit?

The first month of school (see starting The Daily 5) is modeling and practicing The Daily 5 structure and routine. The teacher should model many times how to pick a good-fit book. Students should be able to open up a book and determine if it's a good fit by reading a page. If it's a picture book and the student gets stuck on 3 or more words then it's too hard. If it is a chapter book and the student gets stuck on 5 or more words then it's too difficult. There is such thing as a too easy book. Students should be able to recognize if a book is way too easy for them as well.

What do the students read the first couple of weeks of school?

The first week of school the teacher should place 5 books into each student's book bin. The first lesson you'll teach is the 3 ways to read a book (words, pictures, retelling) so

it won't matter if the students can actually read the words yet. After you learn a little more about your students, you can begin to put books into their book bins that are good-fit. The teacher should only choose books for their students until they are taught how to choose their own.

What if certain students are continuously choosing books that aren't good-fit?

Many students will grasp the concept of good-fit books right away, but some won't. If you have students who can't choose good-fit books on their own then you may need to pull these students into small groups or conference one-on-one until they fully understand it. Choosing appropriate books is an important life skill. I teach my students this song which is a catchy reminder of how and why we choose good-fit books.

<http://saccoccioj.wonecks.net/2009/09/18/i-pick-choosing-books-that-are-just-right/>

What if students are not reading the whole time?

You must build stamina (see starting The Daily 5). If you've already built stamina and are stilling having trouble with certain students focusing then stop the timer and review I-charts. Modeling is key. If you have a student who regularly has trouble focusing for the entire time then you may need to work specifically with that student instead of bringing the entire class back to the carpet every time that particular student loses focus.

How many books should each student have?

I tell the students 5 total and no more than 2 chapter books (if they're reading chapter books).

How often do students go book shopping?

Students should not go book shopping during Daily 5 time. The teacher should set aside time in their day for students to book shop as needed. First thing in the morning or at the end of the day works perfect. Every few weeks I do "book bin checks" and just browse what the students are reading. If I notice that certain students never book shop or have way too many or too few books then I'll meet with them one-on-one and go over book shopping with them.



Engaged in Read to Self!

Read to Someone



What is read to someone?

Read to someone is when 2 students read together. This is probably one of the most difficult choices to implement because it requires a lot of modeling. You may find that you're still pulling the group back together every once in a while even in June because kids just love to chat!

What if a student chooses to read with someone who is on a much higher reading level?

Boushey and Moser suggest teaching 2 ways to read to someone. The first way is reading the same book together while taking turns. The second way, and most common, is reading two separate “just right” books. The first student would read a page in their book then the second student would read a page in their book. It is also important to model checking for understand (appendix 8) with a partner.

What if there are an odd number of students that choose read to someone?

The students need to be flexible. If it ends up with an odd number, I ask the last student who chose read to someone to choose another choice for the day. You might need to ask students to move around if say 1 student chooses read to someone in round 1 and 3 choose it in round 2.

What do I do if the same students read together every day?

Encourage the students to mix it up. If they don't then you may have to tell them to take a break from each other.

What do I do if the students get really noisy during read to someone?

Determine if they're noisy because they are fooling around or noisy because they're engrossed in literary conversation. If you eavesdrop you'll be surprised at the connections and conversation that the students are having. Either way, if it's too noisy cue them to lower their voices or pull them back to the carpet to model appropriate voice level for read to someone. If it's the same students that are noisy and not reading then you'll need to ban them from reading together for a while until they can handle it again. If it's one specific student that is having a difficult time with read to someone then have a one on one conference to model appropriate behavior and go over expectations. They may have to take a break from read to someone if they can't do it appropriately.



These two students are reading 2 separate books. Notice that the student on the left has his book shut and his full attention is on the student on the right.

Work on Writing



Does this replace writer's workshop?

No. You should have a writer's workshop block somewhere in your daily schedule that is at least 30 minutes. Writing during Daily 5 is unstructured. Students should be able to work on whatever they want as long as they are writing.

What are some engaging writing activities?

Students should each have a journal in their book bin. They may wish to free write (appendix 18) in their journal. If your students have access to an assortment of stationery and envelopes they could write letters to friends and family (appendix 19). During the holidays you can include Christmas cards, Valentine's cards, and birthday cards in your stationery assortment. Students can write poetry (appendix 20). If you have a long arm stapler, your students can create their own books using a piece of construction paper as the cover and a few sheets of blank paper. You can provide your student with picture prompts. To make these, you can print them off of the Internet or cut them out of magazines like National Geographic then laminate (appendix 21). Stickers! Who doesn't love stickers? Allow access to stickers for your students to create sticker stories (appendix 22). Many students like to be creative during this time but some students still need structure. Provide monthly journal prompts and task cards to eliminate that problem (appendix 23).

What if my student can't write yet?

Allow them to experiment with writing. This may be through pictures, simple sentences, labeling, or stringing letters together (appendix 24).

How do I keep everything organized?

Writing materials take up a lot of space and can get out of hand if you don't have an organizational system. You can use folders, bins, or a mailbox.



I devote the right hand side of my mailbox to writing tools. From top to bottom: construction paper, white paper, lined paper, stationery (cards, etc.), fancy paper, envelopes, picture prompts & task cards.

Word Work



When do I teach spelling?

I teach spelling on Mondays during my 3 rounds. Last year I had 3 different spelling groups with 3 different spelling lists. It's not as scary as it sounds, in fact, it was nearly effortless. I saved all my spelling lists in files on my flash drive. I was able to reuse almost all my spelling lists as the 2 groups below my highest group grew. Kindergarten gives a pretest on Thursday but all other grades should give their spelling tests on Friday. On Fridays during round 1, I require all students to choose read to self. During this time, I pull each group back to take their spelling test. It only takes about 7 minutes per group.

Where do I get my spelling words from?

Please consult your grade-level curriculum and high frequency words, the NYS ELA standards, or Donald Bear's *Words Their Way* spelling book. It's also important to use your students' writing pieces to gather information about what they are commonly misspelling.

What do students do during their word work choice?

Most importantly they practice their spelling words. The students keep a copy of their current spelling list in their word work folder stored in their book bin. I allow students to practice their spelling words for 10 minutes and then play word work games for the remaining time if they

choose. Games are all done independently and were almost all created by me. These games and activities are designed to reinforce concepts that they are learning during CAFÉ. For example, if we learned about synonyms I might have a synonym matching game for them to play. Since students take their spelling test right away on Friday, students are allowed to play word work games for the full 20 minutes if they would like or just practice word wall words. See appendix 25-27 for word work examples.

How is word work organized?

I allow up to 3 students per round to choose word work. I have 3 identical word work bins. The students grab a bin and can use the contents to practice their spelling words.



Bin contents include: dry erase crayons, dry erase markers, colored pencils, chalk, alphabet stamps, stamp pad, chalk, clothespin letters, and magnetic letters. The students know where to grab a chalk board, dry erase board, or magnetic cookie sheet if they need one. The rest of the contents are stored right inside the bin. Other suggestions are Wikki Sticks, pipe cleaners, or a magna doodle. Kindergarten may have the option of using finger paint, shaving cream, sand or salt tray, or other tactile medias. If a lap top is available to older students they may wish to use spellingcity.com or type their words as another option.



Listening to Reading



How is listening to reading managed?

You have several options. You can record different people reading books, purchase books on CD/tape, upload stories on an MP3 player, or use the computer. I personally prefer using the computer. If you google and search the Internet you'll find several places that offer books online. The best site I've found thus far is Tumblebooks. I allow students to choose listening once a week. I store one or two stories (depending on the length) in my Tumblebooks favorites and those are the books for the week. If there is only one computer in your classroom then you can only do 1 student per round at listening. If you have multiple media options then perhaps you can allow your students to choose listening more than once a week and have more than 1 student at a time choosing it. Whatever works in your room!

What if the students finish before the end of the round?

After the students listen to reading I ask that they respond to the story. Kindergarten students may draw their response (appendix 24), mid-late Kindergarten/early first grade may draw and give a short response (appendix 25), and older students may write a more thoughtful response in their journals (appendix 25).

Accountability

How do I know if my students are learning?

This is why you have a conference binder. Take notes each time you meet with a student. You may also want to do a bi-weekly “book bin check” and browse through each students’ folders and journals. Each quarter you are also expected to assess fluency (how many words per minute), find the instructional reading level for each student (appendix 32 and 33), assess letters and sounds (kindergarten/early first grade), give the BEAR assessment found in *Words Their Way* (consult your grade-level handbook and see appendix 34), and assess sight words (should be with students’ portfolios. See appendix 35 for a blank copy).

Finally, I want to add that if you are unsure of anything please consult another team member. Assessments are determined according to grade level so please coordinate with your grade-level team members to ensure consistency throughout the grade level. Please all remember that assessments are intended to guide your instruction. After you assess you should analyze the results to see where you can further enhance your instruction to benefit each student.

Appendix

CAFÉ menu	1
CAFÉ emergent menu	2
CAFÉ transitional menu	3
1:1 conference example and blank	4
Guided reading lesson example	5
Strategy group example and blank	6
Choice sheet 1 example and blank	7
Choice sheet 2 example and blank	8
Check for understanding	9
Reading levels and what to focus on in lessons	10
How to choose a lesson focus	11
Questions that promote deeper thinking	12
Prompts for comprehension	13
Aspect of decoding/accuracy	14
Aspect of phonological awareness	15
Aspect of fluency	16
Aspect of vocabulary	17
Journal example	18
Letter example	19
Acrostic poem example	20
Picture prompt example	21
Sticker story example	22
Task card example	23
Kindergarten journal example	24
Word work stamp example	25
Word work picture spelling example	26
Word work sentences example	27
Word work alphabetical order example	28
Listening center reflection no lines and blank	29
Listening center reflection with lines and blank	30
Listening center journal response example	31
When do I move a student into a different small group?	32
Running record procedures	33
BEAR example and blank	34
MTA sight words blank	35