Week One Day One

**Establish a Gathering Place**

**Have an area in your classroom where the entire class will meet for whole group lessons. I use a wind chime in my classroom and every time the students hear the chimes ring they know that it is time to gather at our “gathering place”. On day one I go over with the student where we feel this place should be and how we can know it is time to gather. (Some teachers use a bell, clappers, rain stick, etc..)**

**Daily Five Focus Lesson**

Read to Self

 

**Read to Self**

Introduce Daily Five and give a brief explanation of what it is. Five literacy activities…

Introduce the First Daily READ TO SELF

Model “Three Ways to Read a Book” and record on anchor chart

-Read the Pictures

-Read the Words

-Retell a Familiar Story

Brainstorm I chart

Model and practice student behaviors of “Read to Self”

 Have students write in the Daily Log Book Behaviours that Support Reading.

-Increase stamina, stay in one place, work quietly, choose a good fit book, get started right away, and read the whole time.

Begin working on Stamina – **5-8 minutes**

**Work On Daily** Once a focus lesson is taught, students practice Read to Self, building stamina daily. Continue building stamina until students can maintain behaviors of independence for 30 minutes.

**The first few days I stop the read to self at the first sight of a student’s not engaging in the appropriate read to self-behaviours. We write our time on the board and see if we can beat our time and begin again. Once students are getting settled in I Read to Self to model the behaviour.**

**Café Focus Lesson**

 Introduce and explain the purpose of the CAFÉ Menu Board. Introduce the headings and explain we will start with comprehension today.

Read a Picture Book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Pre-read adding Sticky Teaching Notes)*

 Introduce and explain the purpose and meaning of the heading **Comprehension** on the CAFÉ Menu board.

 Model and teach the comprehension strategy **Check for Understanding**.

In front of the students, write the strategy **Check for Understanding** on a blank CAFÉ Menu card and post it on the CAFÉ Menu under **Comprehension**.

You likely will not have a second round on Dailies until we are further into the routine. Therefore, the Café lessons can be longer.

Week one Day Two

**Daily Five Focus Lesson**

 (Repeat from Day 1)

Model and practice “Three Ways to Read a Book”

Review I chart

Model and practice student behaviors of “Read to Self”

Continue working on Stamina – **8-10 minutes**



**Read to Self**

**Work On Daily**

Once a focus lesson is taught, students continue to practice Read to Self, building stamina daily. Continue building stamina until students can maintain behaviors of independence for 30 minutes.

**The first few days I stop the read to self at the first sight of a student’s not engaging in the appropriate read to self-behaviours. We write our time on the board and see if we can beat our time and begin again. Once students are getting settled in I Read to Self to model the behaviour.**

**Café Focus Lesson**

Read a picture book or a poem

Review and model **Check for understanding,** point to this card on CAFÉ Menu board, and continue reading.

Model and Teach **Back up and reread.** Write on a card and place on CAFÉ menu under comprehension

Explain the purpose and meaning of the heading **Accuracy**. Brainstorm with students and ask if they can tell you what accuracy means.

In front of the students, write the strategy **Cross Checking** on a blank CAFÉ Menu card and post it on the CAFÉ Menu under **Accuracy**. Explain the strategy of cross checking and model the strategy.

If students have been in a classroom that used Daily 5 and CAFÉ they will be more familiar with these terms. Assure students that throughout the course of the year they will becoming very familiar with all the terms and clearly understand there meaning. Some students tend to get worried with all the new language being taught to them. I find it beneficial to reassure the students that they are not required to be experts in the first few weeks!!! (You will have a great celebration near the end of the year when the students see the growth they have made in understanding the terms alone.

Week one Day Three

**Daily Five Focus Lesson**

Teach how to choose “Good Fit Books” record on anchor chart have students record in their log book.

(Shoe Lesson – See Daily Five Book, this is easily adapted we have used weights, clothing, schools supplies.) Introduce students to : IPICK I choose, Purpose, Comprehension, Knowledge

 Discuss “Where to sit in room” and record on an anchor chart, include students in this conversation, be open to their suggestions. I have students throughout my room and they are fully engaged!

Continue working on stamina, adding 3-5 minutes each day.



**Read to Self**

**Work On Daily**

Once a focus lesson is taught, students continue to practice Read to Self, building stamina daily. Continue building stamina until students can maintain behaviors of independence for 30 minutes.

**The first few days I stop the read to self at the first sight of a student’s not engaging in the appropriate read to self-behaviours. We write our time on the board and see if we can beat our time and begin again. Once students are getting settled in Read to Self I model the behaviour or walk around and confer one on one with students to check for good fit books.**

**Café Focus Lesson**

Read a Picture book. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review and model **Check for Understanding** while reading, point to the card on the CAFÉ Menu, cont. reading.

Review and model **Back up and Reread**, point to card on CAFÉ Menu board, cont. reading.

Explain the purpose of the heading **Fluency**

Write the strategy **Read Good Fit Books** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under Fluency

Review what a good fit book is

Explain the purpose of the heading **Expand Vocabulary.**

Write the strategy **Tune into Interesting Words** on a blank CAFÉ Menu card and post it on the CAFE Menu Board under Expand Vocabulary.

Model and teach **Tune Into Interesting Words**.

Write the strategy **Voracious Reading** on two blank CAFÉ Menu card and post it on the CAFÉ Menu Board under Fluency and expanded vocabulary. Explain that this strategy will assist students with both.

Week One Day Four

**Daily Five Focus Lesson**

Review IPICK

 Teach students how to do book shopping using IPICK (Coordinate with TL)

(Have kids fill Book Boxes). My students are required to have two fiction, two non-fiction, and one magazine in the book boxes.

Review Read To Self I- chart,

Continue Stamina building

 Do a good fit book check with every student.



**Read to Self**

**Work On Daily**

Once a focus lesson is taught, students continue to practice Read to Self, building stamina daily. Continue building stamina until students can maintain behaviors of independence for 30 minutes. **Once students are getting settled in I Read to Self to model the behaviour or walk around and confer one on one with students to check for good fit books.**

**Café Focus Lesson**

Read a Picture book- even middle years students love to have picture books read to them and this is a great time to model!

Review your CAFÉ Menu, review the headings and the strategies you have posted under each heading so far. Ask students to model the right way and the wrong way to use the strategies for the class.

 Write the strategy **Monitor and fix up** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under Comprehension

 Teach and model **Monitor and fix up** strategy.

Week One Day Five

**Daily Five Focus Lesson**

 Discuss with students how they are feeling about what they are learning

Explain why you are using this structure

Have a question and answer time with students

Continue Stamina building/meet with small group that may have questions or need further explaining.



**Read to Self**

**Work On Daily**

Once a focus lesson is taught, students continue to practice Read to Self, building stamina daily. Continue building stamina until students can maintain behaviors of independence for 30 minutes. **Take time today to walk around and check in with all students.**

**Café Focus Lesson**

Model and teach **Retell the Story**

Write the strategy **Retell the Story** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Comprehension**

Model and teach **Skip the Word**

 Write the strategy **Skip the Word** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Accuracy**

Model and teach **Trade a Word/Guess a Word**

 Write the strategy **Trade a Word/Guess a Word** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Accuracy**

**\*\*\*Take time to celebrate with your students all the learning you have done in the first week of Daily Five and CAFÉ!! You have learned : One of the rounds**

 **What CAFÉ means**

 **What Stamina means**

 **You have learned 10 strategies!!**

**\*\* Remember to pace yourself according to your class; you can switch things up determining on how well your students are doing. It is important to properly teach and build stamina. This is extremely important you want your students working independently so you can work with small guided groups or confer one on one with students. Putting in the extra effort in the beginning will have great payoff in the end.**

Week Two Day One

**Daily Five Focus Lesson**

Brainstorm I chart

Behaviours that Support Writing, have students copy in Daily Log Book

Model what to do when writing words they can’t spell

(Underline and go on)

Brainstorm and practice where to sit

Brainstorm and practice what materials to use during writing

o Notebook

o Writers Notebook or Writing Portfolio

o Pencil or pen

o Drawing or sketching

What to write about . .

Create a list of “topics” (vacation, dog, sister, quotes, prompt cards etc.)

 Explain to students that like Read to Self, Writing requires we build up our stamina. Let’s see how far we get today



Work on

Writing

**Work On Daily**

Once a focus lesson is taught, students practice Work on Writing, building stamina daily. Continue building stamina until students can maintain behaviors of independence for 30 minutes.

**Café Focus Lesson**

Read a book or story (I use a fractured fairy tale) ex: The True Story of the Three Little Pigs by A.A. Wolfe Model and teach the strategy activating prior knowledge.

Write the strategy **Activating Prior Knowledge (schema)** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Comprehension**

Model and teach **Reread the text** (I use the same story mentioned above)

 Write the strategy **Reread the text** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Fluency**

Week Two Day Two

Daily Five Focus Lesson

Make a list of reasons why we write, what are different ways we write, speech, email, story, letter, etc..

Explain and brainstorm reasons to write

Explain and brainstorm forms of writing

Post list for students reference, have them copy in their log books

Discuss the Writing Process

Have students brainstorm



Work on

Writing

**Work On Daily**

Once a focus lesson is taught, students practice Work on Writing, building stamina daily. Continue building stamina until students can maintain behaviors of independence for 30 minutes.

**Café Focus Lesson**

Read a nonfiction article (I use a science article normally)

 Model and teach **Chunk Letters and Sound**

Write the strategy **Chunk Letters and Sound** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Accuracy**

Model and teach **Use Word Parts to Determine Meaning**

 Write the strategy **Use Word Parts to Determine Meaning** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Fluency**

Model and teach **Use Pictures and Illustrations and Diagrams**

 Write the strategy **Use Pictures and Illustrations and Diagrams** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Fluency**

Week Two Day Three

Daily Five Focus Lesson

Review Behaviours that support Writing

 Discuss with students editing and what to do when they not sure where to go

Review writing process explain writing folders

Review forms of writing



Work on

Writing

**Work On Daily**

Once a focus lesson is taught, students practice Work on Writing, building stamina daily. Continue building stamina until students can maintain behaviors of independence for 30 minutes. By the third day I walk around and confer with student and ask how they feel about writing.

**Café Focus Lesson**

Read a picture book or short story

 Model and teach **Visualizing**

Write the strategy **Visualzing** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Comprehension**

Model and teach **Predicting**

 Write the strategy **Predicting** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Comprehension**

Review all strategies on the CAFÉ Board ask students to define them

Week Two Day Four

Daily Five Focus Lesson

Model and practice ”How to Choose a Partner”

o Raise your hand as a silent signal that you need a partner

o Give eye contact with another person who has their hand raised

o Walk to person and say, “Do you want to be my partner?”

o Partner says “Sure”

Model and practice Coaching or Time

o If a partner comes to a word they don’t know the other partner:

Counts silently to 3

Asks, “Do you want coaching or time?

If coaching they use clues to help partner

If time – sit patiently and wait(Or your own routine)



Read with Someone

**Work On Daily**

Once a focus lesson is taught, students practice Read To Someone, building stamina daily. Continue building stamina until students can maintain behaviors of independence for 30 minutes. (This one takes a bit longer and teacher needs to be circulating reminding students what read to someone looks like) You may want to choose the books or partners until students have built up their stamina and learned behaviours that support reading with someone.

**Café Focus Lesson**

Read a picture book or short story

 Model and teach **Practice Common Sight and High Frequency Words**

Write the strategy **Practice Common Sight and High Frequency Words** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Fluency**

Model and teach **Adjust and Apply Reading Rates**

 Write the strategy **Adjust and Apply Reading Rates** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Fluency**

Model and teach **Use Punctuation**

 Write the strategy **Use Punctuation** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Fluency**

Week Two Day Five

Daily Five Focus Lesson

Review Behaviours that support Read with Someone

 Brainstorm I chart

Model and practice EEKK (Elbow, elbow, knee, knee)

Model and practice **“Check for Understanding”**

 I just heard you read . . . . (who, what)

Model and practice how partners read

Both read same book – “I Read, You Read”

Partner not reading checks for understanding. Switch jobs after each page

or paragraph

Each choose own book and read a page and partner checks for understanding

(2 books are being read at once. This is a favorite of students)

Brainstorm and practice where to sit in room



Read with Someone

**Work On Daily**

Once a focus lesson is taught, students practice Read To Someone, building stamina daily. Continue building stamina until students can maintain behaviors of independence for 30 minutes. (This one takes a bit longer and teacher needs to be circulating reminding students what read to someone looks like) You may want to choose the books or partners until students have built up their stamina and learned behaviours that support reading with someone.

**Café Focus Lesson**

Read a picture book or short story

 Model and teach **Questioning**

Write the strategy **Questioning** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Comprehension**

Model and teach **Inferring**

 Write the strategy **Inferring** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Comprehension**

Review all strategies on the CAFÉ Board ask students to define them and give examples if possible.

\*\*Congratulate yourself and your students you have made it through the first two weeks of introducing the Daily 5 and CAFÉ to your middle year’s students. You have three of the Daily’s taught and you are building stamina each day, you have posted twenty three strategies on your

CAFÉ Board, remember as hard as it might feel at times when it all comes together and you are able to see all the efforts of your hard work it is more than worth the effort. \*\* There is no greater sight than a group of middle year’s students totally immersed in their literacy tasks and working independently of the teacher. The ability of the teacher to work one on one or in small group instruction is extremely beneficial to students. They appreciate your time when it is there turn and are respectful of other student’s time with you.

Week Three Day One

Daily Five Focus Lesson

Review Behaviours that support WORD WORK

 Introduce optional materials and their locations to students

Brainstorm I chart(s) of how to set up materials and how to work with them independently (see sample I

charts for materials set-up and use)

Model housing location of the materials, material placement in the room and set-up of materials

Brainstorm chart of how to clean-up (see sample I chart of How to Clean-up, below)

**Model clean-up of the materials,** material placement in the room and set-up of materials

Model and practice material set-up, material placement and clean-up of materials

Brainstorm I chart – “how to use materials”

Model and practice student behaviors of how to use materials

Continue working on Stamina of working with materials, adding5-8 minutes each day



Word Work

**Work On Daily**

Once a focus lesson is taught, students practice Word Work, building stamina daily. Continue building stamina until students can maintain behaviors of independence for 30 minutes. You may want to have pre-determined tasks for the next three days.

**Café Focus Lesson**

Read a picture book or short story

 Model and teach **Use Schema and Context to Predict and Confirm Meaning**

Write the strategy **Use Schema and Context to Predict and Confirm Meaning** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Expand Vocabulary**

Model and teach **Ask Someone to Define the word for you**

 Write the strategy **Ask Someone to Define the word for you** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Expand Vocabulary**

Model and teach **Use Dictionaries, Thesauruses, and Glossaries as Tools**

 Write the strategy **Use Dictionaries, Thesauruses, and Glossaries as Tools** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Expand Vocabulary**

Week Three Day Two

Daily Five Focus Lesson

Review Behaviours that support WORD WORK that were learned yesterday.

Explain to students that we are going to do a check in with each student today so we are going to do two daily’s twenty minutes read to self and twenty minutes word work.

Review questions you are going to come around and ask each student.

**One on One Assessing.**

1. Discuss w/student what he/she knows about themselves as a reader as well as what you know and have learned about him or her as a reader using CAFÉ Menu as a reference.
2. Set goal and identify reading strategy w/student.
3. Student declares goal on CAFÉ Menu.
4. Fill out Strategy Groups form.
5. Fill out individual Reading Conference Sheet



Word Work

**Work On Daily**

Students will do two daily’s today for the first time. Twenty minutes read to self, and twenty minutes word work. ( I split the class in half and have them switch after twenty minutes)

**Café Focus Lesson**

Read a picture book or short story

 Model and teach **Use Beginning and Ending Sounds**

Write the strategy **Use Beginning and Ending Sounds** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Accuracy**

Model and teach **Blend Sounds Stretch and Reread**

 Write the strategy **Blend Sounds Stretch and Reread** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Accuracy**

Model and teach **Flip the Sound**

 Write the strategy **Flip the sound** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Accuracy**

Week Three Day Three

Daily Five Focus Lesson

 Brainstorm I-chart for listening to reading

Behaviours that support Listening to Reading, have students copy into Daily Log Books

Model and practice material set of tape/CD recorder, book, and using recorder

Model and practice listening and following along with words and/or pictures

Model and practice putting materials away neatly

Model and practice listening to a short story, finishing it and starting a new story

Model and practice if work time is up before the story is finished



Listening

**Work On Daily**

Once a focus lesson is taught, students practice Listening to Reading, building stamina daily. Continue building stamina until students can maintain behaviors of independence for 30 minutes.

**Café Focus Lesson**

Read non-fiction short article (I sometimes use a RAD booklet from previous years)

 Model and teach **Use Text Features**

Write the strategy **Use Text Features** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Comprehension**

Model and teach **Summarize Text**

 Write the strategy **Summarize Text** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Comprehension**

Model and teach **Main Idea and Supporting details**

 Write the strategy **Main Idea and Supporting details** on a blank CAFÉ Menu card and post it on the CAFÉ Menu Board under **Comprehension**

Week Three Day Four

Daily Five Focus Lesson

Reinforce Behaviours that support Listening to Reading

Model and practice material set of tape/CD recorder, book, and using recorder

Model and practice listening and following along with words and/or pictures

Model and practice putting materials away neatly

Model and practice listening to a short story, finishing it and starting a new story

Model and practice if work time is up before the story is finished



Listening

**Work On Daily**

Once a focus lesson is taught, students practice Listening to Reading, building stamina daily. Continue building stamina until students can maintain behaviors of independence for 30 minutes.



**Café Focus Lesson**

Do a review of the CAFÉ board

 Go over all the strategies you have posted in the past three weeks

Explain to students that more of a focus will be placed on individual strategies as we go throughout the year

Have a question and answer session with your students to clarify any problems

Week Three Day Five

Daily Five Focus Lesson

Reinforce Behaviours that support DAILY FIVE

Reinforce with students WHY we are using Daily Five

Explain to students that next class we will start using all five of our Dailies and they will have the choice of what they are going to do.



**Work On Daily: allow students to choose their daily**

Once the focus lesson is taught allow students to choose their daily. Take this time to continue interviews with students.



**Café Focus Lesson Different for the final day not a Cafe focus**

Discuss with students how they feel about daily five

 Show students how you expect them to pick their dailies.

Reinforce with students that you will be beginning Daily Five in our next class

Have a question and answer session with your students to clarify any concerns they may have

\*\*Explain to students that the time has come to implement the Daily Five in our classroom. Reinforce what has been taught and explain that we will start week four with our Daily Five and students will have their choice of what they would like to work on. In a five day cycle my students have to complete each daily twice.

This pamphlet is intended to assist teachers at the beginning of the year to implement the balanced literacy structure known as the Daily Five and Café by Gail Boushey and Joan Moser.

Depending on your students’ experiences the timeline may need to be adjusted. Even year to year I need to accommodate my implementing of the strategies to suit the learning styles in my classroom.

This is meant as a guide to assist you not something that needs to be strictly followed. I have a Daily Log book for each of my students and at the beginning of the year I have them copy Behaviours that support…into their books for reference in the future.