



Launching CAFE Day 1

| Whole-Group Strategy Lesson One | Whole-Group Strategy Lesson Two | Whole-Group Strategy Lesson Three |
|---|---|---|
| <p>Read a picture book.</p> <p>Model and teach the comprehension strategy Check for Understanding. Introduce and explain the purpose and meaning of the heading Comprehension on the CAFE Menu board.</p> <p>In front of the students, write the strategy Check for Understanding on a blank CAFE Menu card and post it on the CAFE Menu under Comprehension.</p> | <p>Read a picture book.</p> <p>Review and model Check for Understanding, point to this card on CAFE Menu board, and continue reading.</p> <p>Model and teach Cross Checking. Explain the purpose and meaning of the heading Accuracy.</p> <p>In front of the students, write the strategy Cross Checking on a blank CAFE Menu card and post it on the CAFE Menu under Accuracy.</p> | <p>Read a picture book or chapter book.</p> <p>Review and model Check for Understanding, point to the card on the CAFE Menu, continue reading.</p> <p>Review and model Cross Checking, point to card on CAFE Menu board, continue reading.</p> <p>Model and teach Tune In to Interesting Words.</p> <p>Explain the purpose of the heading Expand Vocabulary.</p> <p>In front of the students, write the strategy Tune In to Interesting Words on a blank CAFE Menu card and post it on the CAFE Menu board under Expand Vocabulary.</p> |

While we are launching Daily Five, we are also launching CAFE. These are the lessons we teach in a whole-group format to all of our students each time we read a picture book or chapter book. Eventually the CAFE lessons will be our Daily Five Strategy Lessons—CAFE is fully integrated into Daily Five. In other words, every time we end a round of Daily Five and prepare to begin a new one is an opportunity for a CAFE Strategy Lesson.

For the first few days of school, before we assess all of our students, we teach and reinforce reading strategies that are fundamental to the reading process. For many students, these strategies are a review of what they already know, which is not a bad teaching strategy for the first days of a new grade. It reminds us of going to a conference where the speaker says some things that we are already doing in our teaching. We feel affirmed and secure in our skills, and then are more open to listening to the new ideas presented.

Launching CAFÉ Day 2

Whole-Group Strategy Lesson One

Read a picture or chapter book.

Choose one or two spots in the book to review the strategy of Check for Understanding and point to the card on the CAFÉ Menu board.

Model and teach the Comprehension strategy of Back Up and Reread, a fix-up strategy when Check for Understanding doesn't work.

In front of the students, write the strategy Back Up and Reread on a blank CAFÉ Menu card and post it on the CAFÉ Menu under Comprehension.

Whole-Group Strategy Lesson Two

Read a picture or chapter book.

Review and model Check for Understanding, point to the card on the CAFÉ Menu board, and continue reading.

Review and model Cross Checking, and refer to this card on the CAFÉ Menu board.

Review and model Tune In to Interesting Words, pointing to the card on the CAFÉ Menu board.

Whole-Group Strategy Lesson Three

Read a picture or chapter book.

Continue to stop at one or two spots in the book to review each of the strategies: Check for Understanding, Cross Checking, Tune In to Interesting Words, and Back Up and Reread.



Launching CAFE Days 3–6

Whole-Group Strategy Lesson One

Introduce and teach Read Appropriate-Level Texts That Are a Good Fit.

Explain the purpose and meaning of the CAFE heading Fluency.

In front of the students, write the strategy Read Appropriate-Level Texts That Are a Good Fit on a blank CAFE Menu card and post it on the CAFE Menu under Fluency.

During the next three to six days, continue to stop a few times while reading aloud to review each of the strategies: Check for Understanding, Cross Checking, Tune In to Interesting Words, Back Up and Reread, Read Appropriate-Level Texts That Are a Good Fit. Then review these strategies as needed.

Our goal is threefold:

1. Model and teach these five foundational strategies, knowing children must see and hear them often before they can begin to use them.
2. Anchor these strategies to the CAFE Menu board in our classroom. Teaching children to view the menu as a visual aid to be used while reading helps them to remember strategies.
3. Model for students that readers use many strategies at one time while reading.

Whole-Group Strategy Lesson Two

Continue reviewing all strategies introduced to this point.

One-on-One Assessing

As students are building stamina with Daily Five, we stay out of their way until they exhibit about seven to fifteen minutes of stamina. At this time, we start our individual assessments to find out exactly what skills and strategies each individual student needs and also their area of strength. We begin to build our flexible groups by using the Strategy Groups form (see pages 21, 22, and 147 for a description).

Whole-Group Strategy Lesson Three

Continue reviewing all strategies introduced to this point.

One-on-One Assessing

While students are practicing their stamina during Daily Five, we assess one student at a time using the following steps we call From Assessment to Instruction (see page 39):

1. Assess individual student.
2. Discuss with student what he or she knows about him- or herself as a reader as well as what you know and have learned about him or her as a reader, using CAFE Menu as a reference (see pages 24 and 143).
3. Set goal and identify reading strategies with student.
4. Student declares goal on CAFE Menu.
5. Teacher fills out Strategy Groups form (see pages 21, 22, and 147).
6. Teacher fills out individual Reading Conference sheet (see pages 25, 148, and 149).
7. Instruction.

Launching CAFE Days 7–11

Whole-Group Strategy Lesson One

Model and teach the comprehension strategy of Monitor and Fix Up. From now on, we ask students to write on the strategy cards. We write the strategy Monitor and Fix Up on a sticky note and hand it to one of the students along with a blank CAFE Menu card. We ask the student to copy the strategy on the card, add a visual to help us remember the strategy, and finally, write his or her name. Then, in front of the class, the student posts Monitor and Fix Up on the CAFE Menu under Comprehension. Review this strategy for the next few days and then as needed. If required to use a basal, teach a comprehension strategy from the basal, write the strategy on a blank CAFE strategy card, and post the strategy on the CAFE Menu under Comprehension.

One-on-One Assessing

Use Assessment to Instruction steps to assess one or two students (see page 39). Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.

Whole-Group Strategy Lesson Two

Model and teach Voracious Reading as it relates to Fluency. Write the strategy Voracious Reading on a sticky note and hand it to one of the students along with a blank CAFE Menu card. The student copies the strategy on the card, adds a visual to help us remember the strategy, and finally, writes his or her name. Then, in front of the class, the student posts Voracious Reading on the CAFE Menu under Fluency. Review this strategy for the next few days and then as needed. If required to use a basal, teach an accuracy, fluency, or vocabulary strategy from the basal. Write the strategy on a blank CAFE strategy card and post the strategy on the CAFE Menu under the correct heading.

One-on-One Assessing

Use Assessment to Instruction steps to assess one or two students (see page 39). Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.

Whole-Group Strategy Lesson Three

Model and teach Voracious Reading as it relates to Vocabulary. Explain the purpose and meaning of the CAFE heading of Expand Vocabulary. Write the strategy Voracious Reading on a sticky note and hand it to one of the students along with a blank CAFE Menu card. The student copies the strategy on the card, adds a visual to help us remember the strategy, and finally, writes his or her name. Then, in front of the class, the student posts Voracious Reading on the CAFE Menu under Expand Vocabulary. Review this strategy for the next few days and then as needed. If required to use a basal, teach an accuracy, fluency, or vocabulary strategy from the basal. Write the strategy on a blank CAFE strategy card, and post the strategy on the CAFE Menu under the correct heading.

One-on-One Assessing

Use Assessment to Instruction steps to assess one or two students (see page 39). Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.

Launching CAFE Days 12–16

Whole-Group Strategy Lesson One

Model and teach the comprehension strategy of Use Prior Knowledge to Connect with Text.

Write the strategy Use Prior Knowledge to Connect with Text on a sticky note and hand it to one of the students along with a blank CAFE Menu card. The student copies the strategy on a blank CAFE Menu card, adds a visual to help us remember the strategy, and finally, writes his or her name. Then, in front of the class, the student posts Use Prior Knowledge to Connect with Text on the CAFE Menu under Comprehension. Review this strategy for the next few days and then review as needed.

If required to use a basal, teach a comprehension strategy from the basal, write the strategy on a blank CAFE strategy card, and post the strategy on the CAFE Menu under Comprehension.

One-on-One Assessing

Use Assessment to Instruction steps to assess one or two students (see page 39).

Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.

Whole-Group Strategy Lesson Two

Review, continue to teach, and reinforce the strategy Read Appropriate-Level Texts That Are a Good Fit. Point to this card on the CAFE Menu board.

If required to use a basal, teach an accuracy, fluency, or vocabulary strategy from the basal. Write the strategy on a blank CAFE strategy card, and post the strategy on the CAFE Menu under the correct heading.

One-on-One Assessing

Use Assessment to Instruction steps to assess one or two students (see page 39).

Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.

Whole-Group Strategy Lesson Three

Review, continue to teach, and reinforce the strategies posted on the CAFE Menu board. Point to this card on the CAFE Menu board as you refer to them.

If required to use a basal, teach an accuracy, fluency, or vocabulary strategy from the basal. Write the strategy on a blank CAFE strategy card, and post the strategy on the CAFE Menu under the correct heading.

One-on-One Assessing

Use Assessment to Instruction steps to assess one or two students (see page 39).

Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.

Launching CAFE Days 17–21

Whole-Group Strategy Lesson One

Model and teach the comprehension strategy of Make a Picture or Mental Image.

Write the strategy Make a Picture or Mental Image on a sticky note and hand it to one of the students along with a blank CAFE Menu card. The student copies the strategy on a blank CAFE menu card, adds a visual to help us remember the strategy, and finally, writes his or her name. Then, in front of the class, the student posts Make a Picture or Mental Image on the CAFE Menu under Comprehension.

Review this strategy for the next few days, and then review as needed.

If required to use a basal, teach a comprehension strategy from the basal, write the strategy on a blank CAFE strategy card, and post the strategy on the CAFE Menu under Comprehension.

One-on-One Assessing

Uses Assessment to Instruction steps to assess one or two students (see page 39).

Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.

Whole-Group Strategy Lesson Two

Review, continue to teach, and reinforce the strategy Read Appropriate-Level Texts That Are a Good Fit. Point to this card on the CAFE Menu board.

If required to use a basal, teach an accuracy, fluency, or vocabulary strategy from the basal. Write the strategy on a blank CAFE strategy card and post the strategy on the CAFE Menu under the correct heading.

One-on-One Assessing

Uses Assessment to Instruction steps to assess one or two students (see page 39).

Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.

Whole-Group Strategy Lesson Three

Review, continue to teach, and reinforce the strategies posted on the CAFE Menu board. Point to these cards on the CAFE Menu board as you refer to them.

If required to use a basal, teach an accuracy, fluency, or vocabulary strategy from the basal. Write the strategy on a blank CAFE strategy card, and post the strategy on the CAFE Menu under the correct heading.

One-on-One Assessing

Uses Assessment to Instruction steps to assess one or two students (see page 39).

Our goal is to assess one or two students each day. By the end of the first month of school, we typically have assessed all of our students and all components of Daily Five are up and going.



Launching CAFE Days 22–26

Whole-Group Strategy Lesson One

Based on our students' assessments, we take the skills and strategies all of our students need and map them out on what we call a curriculum calendar (see page 146). These strategies become what we teach during our whole-group lessons. We also use this map to write down a plan for teaching our state standards.

Critical to this planning and mapping of skills is thinking. We filter each planned lesson with this question: Do all of my students still need this skill or strategy? If they do, we teach it in a whole-group format; if not, we will teach it to a small group of students who need the strategy or just teach it to the individuals who need it.

If required to use a basal, teach a comprehension strategy from the basal, write the strategy on a blank CAFE strategy card, and post the strategy on the CAFE Menu under Comprehension.

Flexible Group

Once we have assessed all of our students and know each student's strengths and areas of need, we begin meeting with students in small flexible groups based on like need. We refer to our Strategy

(continued on next page)

Whole-Group Strategy Lesson Two

Based on our students' assessments, we take the skills and strategies all of our students need and map them out on what we call a curriculum calendar (see page 146). These strategies become what we teach during our whole-group lessons. We also use this map to write down a plan for teaching our state standards.

Critical to this planning and mapping of skills is thinking. We filter each planned lesson with this question: Do all of my students still need this skill or strategy? If they do, we teach it in a whole-group format; if not, we will teach it to a small group of students who need the strategy or just teach it to the individuals who need it.

If required to use a basal, teach an accuracy, fluency, or vocabulary strategy from the basal. Write the strategy on a blank CAFE strategy card, and post the strategy on the CAFE Menu under the correct heading.

Intermediate Students

If you are teaching intermediate students, you may be ready to go from three rounds of Daily Five down to two. When that happens, we typically teach

(continued on next page)

Whole-Group Strategy Lesson Three

Based on our students' assessments, we take the skills and strategies all of our students need and map them out on what we call a curriculum calendar (see page 146). These strategies become what we teach during our whole-group lessons. We also use this map to write down a plan for teaching our state standards.

Critical to this planning and mapping of skills is thinking. We filter each planned lesson with this question: Do all of my students still need this skill or strategy? If they do, we teach it in a whole-group format; if not, we will teach it to a small group of students who need the strategy or just teach it to the individuals who need it.

If required to use a basal, teach an accuracy, fluency, or vocabulary strategy from the basal. Write the strategy on a blank CAFE strategy card and post the strategy on the CAFE Menu under the correct heading.

Flexible Group

Once we have assessed all of our students and know each student's strengths and areas of need, we begin meeting with students in small flexible groups based

(continued on next page)

Launching CAFE Days 22–26 (continued)

| | | |
|---|--|--|
| <p>Groups form (see pages 21, 22, and 147 for a description) that we filled out while assessing our students. We typically meet with one group during each Daily Five rotation.</p> <p>Individual Conferences Using the information gathered from assessing each student, also meet with three or four students during each round of Daily Five.</p> | <p>a comprehension lesson during our first strategy lesson and a writing lesson during our second strategy lesson. Since students now have about thirty to forty minutes of stamina, each round of Daily Five is longer. When thinking of the CAFE Menu skills and strategies, if children at this level need accuracy or fluency, they are taught individually or in a flexible group. Vocabulary is typically taught during our read-aloud.</p> <p>Flexible Group Once we have assessed all of our students and know each student's strengths and areas of need, we begin meeting with students in small flexible groups based on like need. We refer to our Strategy Groups form (see pages 21, 22, and 147 for a description) that we filled out while assessing our students. We typically meet with one group during each Daily Five rotation.</p> <p>Individual Conferences Using the information gathered from assessing each student, meet with three or four students during each round of Daily Five.</p> | <p>on like need. We refer to our Strategy Groups form (see pages 21, 22, and 147 for a description) that we filled out while assessing our students. We typically meet with one group during each Daily Five rotation.</p> <p>Individual Conferences Using the information gathered from assessing each student, also meet with three or four students during each round of Daily Five.</p> |
|---|--|--|