

Launching Daily 5 & CAFE: The First Days

in Kindergarten

This progression of lessons will get Daily 5 and CAFE launched simultaneously. We start at the top and get through as many lessons as we can on day one. If we don't get through them all, we pick up where we left off the next day. This guide represents a sample launch, and we trust each teacher to use their professional expertise and knowledge of the students in front of them to make necessary adjustments for their classroom. Page numbers below correspond to *The Daily 5*, second edition.

Day 1

Welcome / Share Schedule

Relationship Building **Introductions** Students introduce themselves to class and shares one fun fact about self. Class learns how to pronounce names.

Relationship Building **Read-aloud**

Classroom Behavior **Gathering area/ tables** Using an anchor chart and the [10 Steps to Teaching and Learning Independence](#), teach expectations for whole group instruction. Where do they sit? What should it look like and sound like? Introduce a [quiet signal](#) for getting students' attention. We use chimes. Let children know the purpose of the signal, and have them practice responding to it.

Foundation Lesson **Independent** Introduce the word *Independent* by reading a book where the character learns to do something on their own or telling a story of a time when you learned to do something on your own. Write the word Independent and have students say the word. On chart paper write the sentence, "I am independent when I _____. " Ask a child to complete the sentence. Continue this for 2-3 children depending on time/stamina. Write each child's answer with their name behind it. (Come back to this in increments until all children have their statement represented.)

I am independent when I tie my shoes. (Clara)

I am independent when I walk in the room in the morning. (Nyzavier)

I am independent when I get dressed in the morning. (Sharna)

Brain Break Provide a brief kinesthetic, emotional, or cognitive [brain break](#).

Classroom Behavior **Transitions**

Using an anchor chart and the 10 Steps to Teaching and Learning Independence, teach expectations for transition time. Revisit [quiet signal](#) for getting students' attention and have them practice responding to it.

Foundation Lesson **Independent** Continue to add statements, pausing when stamina or time signals break is needed.

Brain Break Provide a brief kinesthetic, emotional, or cognitive [brain break](#).

Relationship Building **Modeled Writing – [Morning Message](#)**

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Classroom Behavior **Review** Revisit the i-chart for the gathering area/ tables and transitions. Use the [10 Steps](#) and add any necessary behaviors. Have students practice.

Foundation Lesson **[Independent](#)** Continue to add statements, pausing when stamina or time signals break is needed.

Focus Lesson **[Set a purpose for reading](#)** Introduce this strategy and read another story.

Foundation Lesson **S.P.A.C.E.** Teach students how to find a good fit work space while considering sound, people, area, comfort, eyes (lighting). [Finding a good-fit work space](#) [Kid Teacher reviews SPACE](#)

Brain Break Provide a brief kinesthetic, emotional, or cognitive brain break.

Classroom Behavior **Walking in the hall** Use 10 Steps to teach hallway behavior and practice

Relationship Building **Song/ Check-in/ Ice-breaker**

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Day 2

Welcome / Share Schedule

Relationship Building **Name Study** Students share name and class says it, cheers, it, claps it, and counts the letters

Relationship Building **Read-aloud**

Classroom Behavior **Review and practice** Gathering area and Transitions

Foundation Lesson **Independent** Continue to add statements, pausing when stamina or time signals break is needed. (At this point all students should be represented, if not, continue to add until all students have had a turn. This becomes a class book)

Brain Break **Introduce Brain Break** - Breathing

Classroom Behavior **Review and practice** Walking in the hall

Foundation Lesson **S.P.A.C.E.** Review good-fit work space and have students share their good-fit work space from home

Brain Break Provide a brief kinesthetic, emotional, or cognitive brain break.

Relationship Building **Modeled Writing** – Morning message

Focus Lesson Review strategy *Set a purpose for reading* before reading another story. May wish to use [Kid Teacher video](#).

Classroom Behavior **Entering the room in the morning** Use the [10 Steps](#) to communicate expectations for students when they enter the room each morning. Students practice.

Relationship Building **Song/ Check-in/ Ice-breaker**

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Day 3

Welcome / Share Schedule

Relationship Building **Modeled Writing - Morning Message** – focus on one of the concepts of print

Relationship Building **Name Study** Create a graph of how many letters in each name (or other name study activity)

Brain Break Provide a brief kinesthetic, emotional, or cognitive brain break.

Relationship Building **Read-aloud**

Brain Break Provide a brief kinesthetic, emotional, or cognitive brain break.

Classroom Behavior **Review and practice any previously taught behaviors or add new (lining up at recess)** (Using 10 Steps)

Foundation Lesson **Independent** Provide student statements typed out for them to glue to a page that they then illustrate for a class “Independent” book.

Brain Break Provide a brief kinesthetic, emotional, or cognitive brain break.

Foundation Lesson **Read to Self:** [Three Ways to Read a Book](#) (page 68) – First way – Read the Pictures

*Also, if more students brought or drew a picture of their good-fit work space at home, find time for them to share.

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Day 4

Welcome / Share Schedule

Relationship Building **Morning Message** – focus on one of the concepts of print

Brain Break Provide a brief kinesthetic, emotional, or cognitive brain break.

Relationship Building **Read-aloud** – Read class book “I’m Independent” and revisit the strategy *Set a Purpose*

Brain Break Provide a brief kinesthetic, emotional, or cognitive brain break.

Classroom Behavior **Review and practice any previously taught behaviors or add new** (Using 10 Steps)

Foundation Lesson **Read to Self:** [Three Ways to Read a Book](#) (page 68) – Review – *Read the Pictures* and add the second way *Read the Words*

Brain Break Provide a brief kinesthetic, emotional, or cognitive brain break.

Relationship Building **Name Study** Create a graph showing letters names of classmates start with or end with or find names that all have an e or an a or are a certain number of letters long, etc. (many options for name study)

Foundation Lesson **Reading Materials**** Introduce what each child will use to hold their self-chosen [good-fit books](#) throughout the year. Show students where the containers are kept, and teach expectations for getting their container and putting it away.

Relationship Building **Read-aloud** – [Forever Book](#) Send home letter for students to bring in their forever books

*Also, if more students brought or drew a picture of their good-fit work space at home, find time for them to share.

** At the beginning of the year in K, we pre-fill book containers with books that may be familiar, along with some level A & B books, and each child’s Forever book (our goal is to have 8-10 books in each container). We move books from one book container to another (being careful to not remove each child’s forever book from their container) every few days so students are exposed to a variety of different books. Then, as behaviors for read to self are taught and stamina grows, we teach I PICK as a foundation lesson and reteach in small groups, slowly releasing children as they are ready to choose their own books. More can be found on this at www.thedailycafe.com.

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Day 5

Welcome / Share Schedule

Relationship Building **Morning Message** – focus on one of the concepts of print

Brain Break Provide a brief kinesthetic, emotional, or cognitive brain break.

Foundation Lesson **Read to Self:** [Three Ways to Read a Book](#) (page 68) – Review the first two ways and add the third way *Retell the story*.

Classroom Behavior **Review and practice or teach new if needed** (Using 10 Steps)

Brain Break Provide a brief kinesthetic, emotional, or cognitive brain break.

Relationship Building **Read-aloud** – Read class book “I’m Independent” and revisit the strategy *Set a Purpose*

Brain Break Provide a brief kinesthetic, emotional, or cognitive brain break.

Relationship Building **Foundation Lesson** [Forever Book](#) – Have a few students share their forever book and retell a few pages of their story to model the third way to read a book.

Foundation Lesson **Reading Materials** Review where book containers are kept, and expectations for getting their container and putting it away.

Relationship Building **Name Study** activity

*Also, if more students brought or drew a picture of their good-fit work space at home, find time for them to share.

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Day 6

When students are aware of classroom expectations for general procedures and routines, have had exposure and practice with 3 Ways to Read a Book and the idea of independence, and are beginning to interact as a community, then you are ready to launch Read to Self. (Keep in mind you will continue to build relationships, communicate expectations, and review 3 Ways to Read a book as necessary, and if they are not there yet, revisit and expand on lessons from Days 1-5 until they are ready.)

Welcome / Share Schedule

Relationship Building **Morning Message – model underlining words you don’t know how to spell** (we model this in Kindergarten even though they are not writing sentences on their own yet. It helps to build their understanding for when they experience this and creates a learning environment where mistakes are okay).

Launch Read to Self **Read to Self: I-Chart**; use 10 Steps to Independence (page 71)

1. “Today we are going to learn to Read to Self.” (Create an I-chart and explain that the *I* is for *independence*.)
2. “We learn to Read to Self because it is the best way to become a reader and it is fun!” (Write “Best way to become a reader” and “It’s fun!” at the top of the I-chart.)
3. Record on the I-chart the behaviors that are the most crucial to student success. (We no longer brainstorm behaviors because lessons went too long and were no longer brain compatible.) In Kindergarten we start with 2-3 behaviors and add as we build stamina.
 - Read the whole time
 - Stay in one spot
 - Get started right away
4. Have a student model the most-desirable behaviors. As the student models, review the I-chart and ask, “Will _____ become a better reader if he does these things?” (**Yes**)
5. ***We do not do step at the beginning of the year in Kindergarten.***
6. Place students around the room.
7. Practice and build stamina; students practice until stamina breaks. (If students are highly successful, we may pull them back before stamina breaks so we can continue with the day’s lessons and build stamina slowly.)
8. Stay out of the way the first few times. (We will soon begin one-on-one behavior conferences with students who consistently break stamina first.)
(<https://www.thedailycafe.com/content/staying-out-way-refining-step-8>)
9. When stamina breaks, use the quiet signal to call students back to the gathering area.
10. Conduct a group check-in and fill in the stamina chart (page 46).

Brain Break Continue to provide brain breaks as needed throughout the launch of Daily 5. Use your discretion to know when they are needed.

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Review Read to Self: I-chart and practice again

- Review the Read to Self I-chart and add another behavior or two depending on the readiness of the class:
 - Work quietly
 - Build stamina
- After reviewing behaviors, go through steps 4-10 of the 10 Steps (skipping step 5).
 - Step 4: Have a student model the most-desirable behaviors. As the student models, review the I-chart and ask, “Will _____ become a better reader if he does these things?” (Yes)
 - **Step 5: We do not do step 5 at the beginning of the year in Kindergarten.**
 - Step 6: Before placing students around the room, have them check in with their “choice” (which at this time is Read to Self). Tell them, “When I call your name you are going to say *Read to Self*.” Then, use a check in sheet and call out their names. They will all “choose” Read to Self, so this will go quickly.
 - Step 7: Practice and build stamina; students practice until stamina breaks. (If students are highly successful, we may pull them back before stamina breaks so we can continue with the day’s lessons and build stamina slowly.)
 - Step 8: Stay out of the way the first few times. (We will soon begin one-on-one behavior conferences with students who consistently break stamina first.)
(<https://www.thedailycafe.com/content/staying-out-way-refining-step-8>)
 - Step 9: When stamina breaks, use the quiet signal to call students to the gathering area.
 - Step 10: Conduct a group check-in and fill in the stamina chart (page 46).
- While students are practicing, play close attention to those who might benefit from conferring about behavior.

Focus Lesson [Introduce the CAFE Board](#) and the C/ Comprehension

Review Read to Self: I-chart and practice again (We do this as many times as necessary to build stamina)

- Review the Read to Self I-chart and add remaining behaviors depending on the readiness of the class:
 - Ignore distractions
 - Persevere
- After reviewing behaviors, go through steps 4–10 of the 10 Steps (skipping step 5). (If stamina is growing at a nice pace, you may decide to skip step 4 too.)
- Use a check-in sheet and have students check in before going out to practice. They will all “choose” Read to Self, so this will go quickly.
- While students practice, confer about behavior with those who might benefit from guidance and goal setting.
- When class stamina breaks, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Focus Lesson **Review Comprehension strategy, Set a Purpose for Reading.** Make connection to CAFE Board and post strategy under the C (Comprehension).

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Brain Break Continue to provide brain breaks as needed throughout the launch of Daily 5. Use your discretion to know when they are needed.

Foundation Lesson **Pictures tell stories** Teach students that just as Read the Pictures is one way to read a book, you can tell stories through pictures. Model and then have students draw a picture and tell a friend the story that goes with their picture. (This is a foundation lesson for Work on Writing in K.)

Sharing Ask a few students to [share](#) what they did during Daily 5.

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Day 7

Welcome / Share Schedule

Relationship Building Foundation Lesson Morning Message – model underlining words you don’t know how to spell

Review Read to Self: Practice and build stamina

- Review the Read to Self I-chart.
- Students check in with Read to Self.
- While students are practicing, confer about behavior with those who might benefit from guidance and goal setting.
- When class stamina breaks, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Focus Lesson Comprehension strategy, [Check for Understanding](#) (page 93) We teach this strategy as a listener. After practice this gets added to the C (Comprehension) on the CAFE board.

Focus Lesson Introduce the A (Accuracy) on the CAFE Board Review C

Review Read to Self: Practice and build stamina

- Review the Read to Self I-chart.
- Students check in with Read to Self.
- While students are practicing, confer about behavior, assess, and set goal).
- When class stamina breaks, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Focus Lesson Introduce the strategy [Look Carefully at Letters and Words](#)

Foundation Lesson Work on Writing: [Set Up a Notebook](#) . . . (page 89)

Sharing Ask a few students to [share](#) what they did during Daily 5.

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Day 8

Welcome / Share Schedule

Relationship Building Morning Message – think aloud on choosing what to write about

Focus Lesson Review the strategy Look Carefully at Letters and Words with [Kid Teacher](#), add the strategy to the CAFE Menu under the A

Review Read to Self: Practice and build stamina

- Review the Read to Self I-chart.
- Students check in with Read to Self.
- While students are practicing, confer about behavior, assess, and set goal.
- When class stamina breaks, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Foundation Lesson Work on Writing: Review pictures tell stories, lead to lesson on labeling pictures

Launch [Work on Writing: I-Chart](#)

- Follow [10 Steps to Independence](#) (page 71) to launch Work on Writing. Skip step 5. Add a few behaviors at a time, based on brain compatible lesson length.
- Place students around the room and build stamina.
- Use the signal to call students back to the gathering area for check-in. Graph stamina.

Foundation Lesson Work on Writing: [Choose what to write about](#) (page 89)

Review Read to Self: Practice and build stamina

- Review the Read to Self I-chart.
- Students check in with Read to Self.
- While students are practicing, confer about behavior, assess, and set goal.
- When class stamina breaks, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Sharing Ask a few students to [share](#) what they did during Daily 5.

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Day 9

Welcome / Share Schedule

Relationship Building Morning Message – think aloud on choosing what to write about

Review Read to Self: Practice and build stamina

- Review the Read to Self I-chart.
- Students check in with Read to Self.
- While students are practicing, confer about behavior, assess, and set goal.
- When class stamina breaks, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Focus Lesson Introduce the F (Fluency) on the CAFE Board Review C, A

Review Work on Writing: Practice and build stamina

- Review the Work on Writing I-chart using the 10 Steps (skipping step 5), add any necessary behaviors.
- Students check in with Work on Writing.
- While students are practicing, stay out of the way and confer about behavior.
- When class stamina begins to break, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Focus Lesson Fluency Strategy [Read texts that are a good fit](#) (page 73)

Review Work on Writing: Practice and build stamina

- Review the Work on Writing I-chart and add any necessary behaviors.
- Students check in with Work on Writing.
- While students are practicing, stay out of the way and confer about behavior.
- When class stamina begins to break, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Sharing Ask a few students to [share](#) what they did during Daily 5.

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Day 10

Welcome / Share Schedule

Relationship Building **Morning Message** – focus on one of the concepts of print

Review **Read to Self: Practice and build stamina**

- Review the Read to Self I-chart.
- Students check in with Read to Self.
- While students are practicing, confer about behavior, assess, and set goal.
- When class stamina breaks, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Focus Lesson **Introduce the E (Expand Vocabulary) on the CAFE Board** Review C, A, F

Review **Work on Writing: Practice and build stamina**

- Review the Work on Writing I-chart and add any necessary behaviors.
- Students check in with Work on Writing.
- While students are practicing, stay out of the way and confer about behavior.
- When class stamina begins to break, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Focus Lesson **Review *Read texts that are a good-fit*** Post strategy *Read Texts That Are a Good Fit* on the classroom CAFE Menu. May wish to use [Kid Teacher](#).

Review **Work on Writing: Practice and build stamina**

- Review the Work on Writing I-chart and add any necessary behaviors.
- Students check in with Work on Writing.
- While students are practicing, stay out of the way and confer about behavior.
- When class stamina begins to break, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Focus Lesson **Strategy: [Tune in to interesting words](#)** (Introduce and model how to use this strategy as a listener.)

Sharing Ask a few students to [share](#) what they did during Daily 5.

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Day 11

Welcome / Share Schedule

Relationship Building **Morning Message** – focus on one of the concepts of print

Focus Lesson **Review the headings of the CAFE Menu (C,A,F,E)**

Review **Read to Self: Practice and build stamina**

- Review the Read to Self I-chart.
- Students check in with Read to Self.
- While students are practicing, confer about behavior, assess, and set goal.
- When class stamina breaks, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Focus Lesson **Review strategy: Tune in to interesting words (as a listener)** Post strategy under the E on the CAFE Menu. May wish to use [Kid Teacher](#).

Review **Work on Writing: Practice and build stamina**

- Review the Work on Writing I-chart.
- Students check in with Work on Writing.
- While students are practicing, stay out of the way and confer about behavior.
- When class stamina begins to break, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Focus Lesson **Review I Pick Good-Fit Books, Underline words**, or whatever lesson the class needs reviewed

Review **Work on Writing: Practice and build stamina**

- Review the Work on Writing I-chart.
- Students check in with Work on Writing.
- While students are practicing, stay out of the way and confer about behavior.
- When class stamina breaks, sound the signal to call students back to the gathering area. Group check-in: How did it go? Fill in the stamina chart (page 46).

Sharing Ask a few students to [share](#) what they did during Daily 5.

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Day 12

Welcome / Share Schedule

Relationship Building **Morning Message** – focus on one of the concepts of print

Focus Lesson **Review the headings of the CAFE Menu (C,A,F,E)**

Launch Choice **Daily 5 Session 1** **Choice between Read to Self and Work on Writing**

- Review the I-charts for both tasks.
- Students check in with their choice of Read to Self or Work on Writing.
- While students are working, assess and confer.
- When stamina breaks, sound the signal to call students to the gathering area.
- Check in and graph Daily 5 stamina.

Foundation Lesson **Word Work: Set Up and Clean Up Materials** (p. 102) An I-chart for Word Work tools is available on the [launching brief](#). Provide a [tour](#) of the Word Work area and communicate expectations. If you choose to launch a different Daily 5 task next, teach a foundation lesson from that task in place of this one.

Daily 5 Session 2 **Choice between Read to Self and Work on Writing**

- Students check in with the option they didn't choose in the first round.
- While students are working, assess and confer.
- When stamina breaks, use chimes to call students to the gathering area.
- Check in and graph Daily 5 stamina.

Foundation Lesson **Word Work: Choose Materials and Words to Use** (p. 102) *In Kindergarten we focus on one set of materials at a time. If introducing dry erase boards first, we will model and communicate expectations for dry erase boards. They will be the only choice for a few days and then we will introduce the next option, and so on. We typically have 4-5 options for students to choose from.

- Introduce one option available for Word Work and the expectations when using the materials. Make it clear that we build stamina so we are independent the whole time and will not need to change materials. We stay with our choice the whole time.

Daily 5 Session 3 **Choice between Read to Self and Work on Writing**

- Students check in and choose one of the two.
- While students are working, assess and confer.
- When stamina breaks down, use chimes to call students to the gathering area.
- Check in and graph Daily 5 stamina.

Sharing Ask a few students to [share](#) what they did during Daily 5.

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Day 13

Welcome / Share Schedule

Relationship Building **Morning Message** – focus on one of the concepts of print

Launch **Word Work: I Chart**

- Follow [10 Steps to Independence](#) numbers 1–4 (page 71) to launch Work on Writing.
- Revisit materials introduced with setup and cleanup.
- Because of a lack of materials and the noise level, we do not build stamina with the whole group during Word Work. Instead we add it to the task options students choose from and limit the number of students who can choose it (three to five).

Daily 5 Session 1 **Choice between Read to Self, Work on Writing, and Word Work**

- Students check in with their choice of the three tasks. When the set number is reached for Word Work, it is full and students need to choose Read to Self or Work on Writing.
- While students are working, assess and confer.
- When stamina breaks, use chimes to call students to the gathering area.
- Check in and graph Daily 5 stamina.

Review **Revisit Word Work I-chart and add any necessary behaviors**

Daily 5 Session 2 **Choice between Read to Self, Work on Writing, and Word Work**

- Students check in with one of the three tasks they have not already chosen.
- While students are working, assess and confer.
- When stamina breaks, use chimes to call students to the gathering area.
- Check in and graph Daily 5 stamina.

Focus Lesson **Review a CAFE strategy, teach a concept/standard**

Review **Revisit Word Work I-chart and add any necessary behaviors**

Daily 5 Session 3 **Choice between Read to Self, Work on Writing, and Word Work**

- Students check in with one of the three tasks they have not already chosen.
- While students are working, assess and confer.
- When stamina breaks, use chimes to call students to the gathering area.
- Check in and graph Daily 5 stamina.

Sharing Allow a few students to share what they did during Daily 5.

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Day 14

Welcome / Share Schedule

Relationship Building **Morning Message** – focus on one of the concepts of print

Foundation Lesson **Word Work: Introduce another option** [materials](#)

Review **Revisit Word Work I-chart and add any necessary behaviors**

Daily 5 Session 1 Choice between Read to Self, Work on Writing, and Word Work

- Students check in with their choice of the three tasks.
- While students are working, assess and confer.
- When stamina breaks, use chimes to call students to the gathering area.
- Check in and graph Daily 5 stamina.

Focus Lesson **Review a CAFE strategy, teach a concept/standard/ foundation lesson for next Daily**

Review **Revisit Word Work I-chart if necessary**

Daily 5 Session 2 Choice between Read to Self, Work on Writing, and Word Work

- Students check in with one of the tasks they have not already chosen.
- While students are working, assess and confer.
- When stamina breaks, use chimes to call students to the gathering area.
- Check in and graph Daily 5 stamina.

Focus Lesson **Review a CAFE strategy, teach a concept/standard/ foundation lesson for next Daily**

Daily 5 Session 3 Choice between Read to Self, Work on Writing, and Word Work

- Students check in with the one task they have not yet chosen.
- While students are working, assess and confer.
- When stamina breaks, use chimes to call students to the gathering area.
- Check in and graph Daily 5 stamina.

Sharing Allow a few students to [share](#) what they did during Daily 5.

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Day 15

Welcome / Share Schedule

Relationship Building **Morning Message** – focus on one of the concepts of print

Foundation Lesson (If students are ready)**Word Work: Introduce another option** [materials](#)

Review **Revisit Word Work I-chart**

Daily 5 Session 1 Choice between Read to Self, Work on Writing, and Word Work

- Students check in with their choice of the three tasks.
- While students are working, assess and confer.
- When stamina breaks, use chimes to call students to the gathering area.
- Check in and graph Daily 5 stamina.

Focus Lesson **Review a CAFE strategy, teach a concept/standard/ foundation lesson for next Daily**

Review **Revisit Word Work I-chart if necessary**

Daily 5 Session 2 Choice between Read to Self, Work on Writing, and Word Work

- Students check in with one of the tasks they have not already chosen.
- While students are working, assess and confer.
- When stamina breaks, use chimes to call students to the gathering area.
- Check in and graph Daily 5 stamina.

Focus Lesson **Review a CAFE strategy, teach a concept/standard/ foundation lesson for next Daily**

Daily 5 Session 3 Choice between Read to Self, Work on Writing, and Word Work

- Students check in with the one task they have not yet chosen.
- While students are working, assess and confer.
- When stamina breaks, use chimes to call students to the gathering area.
- Check in and graph Daily 5 stamina.

Sharing Allow a few students to [share](#) what they did during Daily 5.

*The remaining days follow this order, with the introduction of the final two Daily 5 tasks mirroring the introduction of Word Work. We do not build stamina as a whole class for Listen to Reading or Read to Someone. We teach the foundation lessons between sessions of Daily 5 and when they are taught and stamina is at a good place with the Daily 5 tasks that have been introduced, we launch the next task. We go slow, are explicit in our expectations, provide ample practice time, and celebrate success until all 5 tasks are in place, along with student choice.

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End Goal

Welcome / Share Schedule

Relationship Building **Morning Message** – focus on one of the concepts of print

Focus Lesson **Review or teach a CAFE strategy, teach a concept/standard**

Daily 5 Session 1 Choice between Read to Self, Work on Writing, Word Work, Read to Someone, and Listen to Reading

- Students check in with their choice of the five tasks.
- While students are working, assess and confer.
- When stamina breaks, use chimes to call students to the gathering area.
- Check in and graph Daily 5 stamina. (After celebrating success with stamina in all 5, this step can drop off and come back as necessary.)

Focus Lesson **Review or teach a CAFE strategy, teach a concept/standard**

Daily 5 Session 2 Choice between five tasks

- Students check in with one of the tasks they have not already chosen.
- While students are working, assess and confer.
- When stamina breaks, use chimes to call students to the gathering area.

Focus Lesson **Review or teach a CAFE strategy, teach a concept/standard**

Daily 5 Session 3 Choice between five tasks

- Students check in with the one task they have not yet chosen.
- While students are working, assess and confer.
- When stamina breaks, use chimes to call students to the gathering area.

Sharing Allow a few students to [share](#) what they did during Daily 5.

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Notes about Launching Daily 5:

- Instructional decisions vary based on
 - previous exposure to Daily 5, CAFE, or both;
 - age and ability of students; and
 - behaviors of the class.
- The launch process in Kindergarten can take four to eight weeks, depending on the instructional decisions made and the class stamina. Some students gain stamina minute by minute, whereas others reach desired stamina goals more quickly.
- The [Essential Elements](#) are a guide to the necessary components of the launch, choice, and stamina building.
- The Daily CAFE website has many articles and videos to support all the components of a successful launch. Be sure to visit to learn more and see the launch in action.
 - Common search terms:
 - Launching brief
 - Read to Self
 - Work on Writing
 - Word Work
 - Listen to Reading
 - Work on Writing
 - Introducing the CAFE Menu
 - Choice
 - Check-in
 - The 10 Steps to Teaching and Learning Independence
 - Schedule