

Day 1

Ice-Breaker Activities

Rationale: Provide teachers with an opportunity to visit with each other and take brain breaks.

Insert any ice-breaker activities that meet your teachers' needs. Some I have used are Candy Introductions and Two Truths and a Lie. I spread them out over all three days.

Housekeeping

Rationale: Provide teachers with the expectations and schedule for the day.

1. Where are you sitting?
2. Professional expectations
3. Timekeeper
4. Overview of the day's schedule

District balanced literacy framework

Rationale: Provide a bridge between the district/school reading curriculum and the Daily 5 and CAFE.

In our district, many of our buildings use the Balanced Literacy framework. I take time to connect our district reading Balanced Literacy matrix with the Daily 5/CAFE. If your district is using a specific reading program, it is important to provide a bridge between it and the Daily 5 and CAFE without losing the critical foundations of the latter.

Daily 5—Understand

Structure

Rationale: Provide teachers with the necessary time to read, discuss, and reflect on the core beliefs of the Daily 5 structure. At least half the day is spent on these beliefs. A firm understanding and application of these beliefs is critical to having a successful Daily 5 structure.

Use the language from the Essential Elements document found on the website to introduce each structure and task component:

https://www.thedailycafe.com/app/webroot/uploads/files/Daily5_Essential_Elements_WEB.pdf

For each numbered topic, use the Text Rendering protocol activity to engage the teachers in the text that provides collaboration and communication within the session.

https://www.nsrfharmony.org/wp-content/uploads/2017/10/TextRendering-N_0.pdf

1. Trust and Respect—*The Daily 5* book, pages 22–24
2. Brain-Compatible Focus Lessons—*The Daily 5* book, pages 31–32
3. Length of the Lesson is Based on Student Stamina—Use Daily 5 Essential Elements.
 - Partner Talk—How do trust and respect, brain-compatible focus lessons, and the length of the lessons fit into the district’s balanced literacy framework?
 - Whole-group Sharing of Partner Talks—Dotstorming (<https://dotstorming.com/>), Padlet (<https://padlet.com/>), poster paper, or verbal sharing
4. Brain and Body Breaks—*The Daily 5* book, pages 32–33
5. Focused Sharing—<https://www.thedailycafe.com/articles/Time-to-Share>
 - Partner Talk—How do brain breaks and focused sharing fit into the district’s balanced literacy framework?
 - Whole-group sharing of partner talks—Dotstorming (<https://dotstorming.com/>), Padlet (<https://padlet.com/>), poster paper, or verbal sharing
6. Brain and Body Breaks—*The Daily 5* book, pages 32–33
7. Student Choice—*The Daily 5* book, pages 25–27
8. Teacher Choice—Use Daily 5 Essential Elements.
9. One to Three Sessions a Day—Whole-group discussion—provide teachers with a graphic of Daily 5 structure, page 15 in *The Daily 5* book.
 - Partner Talk—How does the following fit into the district’s balanced literacy framework?
 - Whole-Group sharing of partner talks—Dotstorming (<https://dotstorming.com/>), Padlet (<https://padlet.com/>), poster paper, or verbal sharing

Tasks

Rationale: Provide teachers with an overview of the tasks that drive the Daily 5 structure.

1. Five authentic tasks—introduce each task
2. Student task is choice driven—no reading for participants
3. I-Charts for each task—*The Daily 5* book
4. Differentiate tasks according to students’ needs—no reading for participants
5. Tasks remain constant throughout the year—no reading for participants
6. Block party protocol
<https://www.plcwashington.org/cms/lib/WA07001774/Centricity/Domain/49/block-party-a-pre-reading-text-based-activity.pdf>—quotes from *The Daily 5* book and articles. See **Block Party Daily 5 Boot Camp Day 1**.

Homework—read the following articles for the Day 2 morning session:

<https://www.thedailycafe.com/articles/7-steps-to-classroom-design>

<https://www.thedailycafe.com/articles/consider-the-walls>

<https://www.thedailycafe.com/articles/a-gathering-space>

<https://www.thedailycafe.com/articles/Beautifying-Dead-Space>

Pages 54–55 of *The Daily* 5 book

Reflection

Rationale: Provide feedback on teachers' learning and needs in order to adjust the next day's session.

Have teachers use an exit ticket or Google Form to note the following:

- Three things I learned today
- Two things I still have questions about
- One suggestion for improvement for tomorrow's session