

Day 2

Ice-Breaker Activities

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

Two Truths and a Lie. Teachers can respond through Kahoot, other response systems, or verbally.

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

Daily 5—Prepare Classroom Design

Rationale: Teachers will use the articles listed as homework at the end of day one for a carousel activity with partners.

Article Name	Daily 5—Classroom Design elements
“7 Steps to Classroom Design” https://www.thedailycafe.com/articles/7-steps-to-classroom-design	Gathering Space, Student Work Space, Walls, Teacher Work Space
Pages 54–55 in <i>The Daily 5</i> book: “Chimes—The Quiet Signal”	Quiet Signal
“Consider the Walls” https://www.thedailycafe.com/articles/The-Purposefully-Designed-Classroom	Classroom Walls
“Benefits and Importance of a Whole-Group Gathering Space” https://www.thedailycafe.com/articles/a-gathering-space	Gathering Space
Beautifying Dead Space https://www.thedailycafe.com/articles/Beautifying-Dead-Space	Classroom Enhancements

1. Have teachers do a private quick-write on an index card or scrap paper, answering these questions:
 - a) What articles did you find the most interesting?
 - b) What questions do you still have after reading the articles?
 - c) Share quick-writes with an elbow partner.
2. Carousel activity—Prepare sheets of self-stick poster-size paper, one sheet for each topic: Gathering Space, Student Work Space, Charts, Quiet Signal, Classroom Walls, Teacher Work Space, and Classroom Enhancements. On each poster write “What is it? Why it is important? How does it look?”
3. Possible directions for the carousel activity:
 - a) With your articles, you will be rotating to each Classroom Design Essential Elements poster.
 - b) Answer each question based on the article(s).
 - c) Draw a star next to items on the poster that you agree with and/or found in the article(s).
 - d) Be prepared to share with the entire group the poster you started and ended with.
4. Carousel activity—Teachers divide themselves into groups of two to four (depending on the size of the group) and rotate among the posters. Give the groups five minutes to start with the first poster and then rotate. As the groups rotate and the posters fill up, you may want to reduce the amount of time at each poster.
5. Each group shares one or two posters, depending on the number of groups. Before the start of the day, make sure to prepare a slide for each of the poster topics listed in No. 2, using the language found on the <https://www.thedailycafe.com/daily-5/daily-5-essential-elements>
6. I like to wrap up the topic using the language from the Essential Elements.

Classroom Design

Classroom Library

Rationale: Learn and discuss how the classroom library is a critical component of the Daily 5 structure and CAFE curriculum.

1. Classroom library—Jigsaw 2 articles
 - a) <https://www.thedailycafe.com/articles/Classroom-Library-Makeover>
 - b) <http://blog.fountasandpinnell.com/post/a-level-is-a-teacher-s-tool-not-a-child-s-label>
2. Visit classroom libraries. Have teachers use a Google Form to answer these questions: What do you notice in the classrooms based from the articles? What questions do you still have?
3. Large-group debrief based on the articles and classroom visits.

Materials

Rationale: Learn what classroom materials are necessary to launch the Daily 5 structure.

1. Prepare slides for each item listed under the Materials section on the Daily 5 Essential Elements.
2. Allow for questions and brainstorming after each section.

Teach

Rationale: Connect the foundation elements (trust, choice, and so on) to the Daily 5 launch.

1. Read the article at <https://www.thedailycafe.com/articles/building-a-foundation-with-daily-5>.
2. Discuss the chart. I like to provide the teachers with a hard copy.
3. Make connections between the gradual release of responsibility chart and the district literacy framework or your district reading program.

Launch—Foundation Lessons

Rationale: To learn about the foundational lessons that need to be taught before launching each specific task.

1. Provide the Essential Elements language for teaching foundation lessons.
2. I also provide the following statements:
 - a) Teaching students specific reading behaviors helps them become independent readers for each specific task.
 - b) Each task has different foundation lessons.
 - c) Foundation lesson locations
 - i. Chapter 6 *The Daily 5* book—complete description
 - ii. The Daily Cafe Website
3. Foundation lesson—I PICK Good-Fit Books
 - a) Teachers read this article:
<https://www.thedailycafe.com/legacy/public/file/Good+Fit+Books+Article.pdf>.
 - b) Use the reading strategy Very Important Points (V.I.P.) to help teachers guide their reading
<http://literacymalden.wikispaces.com/file/view/Very+Important+Points.pdf>.
 - c) Teachers share their V.I.P.s with the group
 - d) Watch the video from the website <https://www.thedailycafe.com/articles/good-fit-books-introducing-i-pick-method-with-older-students>.
4. Foundation lessons—distribute the launching briefs for each task
 - a) <https://www.thedailycafe.com/articles/Launching-Brief-Read-to-Self>
 - b) <https://www.thedailycafe.com/articles/Launching-Brief-Work-on-Writing>

- c) <https://www.thedailycafe.com/articles/Launching-Brief-Listen-To-Reading>
- d) <https://www.thedailycafe.com/articles/Launching-Brief-Word-Work>
- e) <https://www.thedailycafe.com/articles/a-launching-chart-for-read-to-someone>
- f) Go over each launching brief, specifically looking at the foundation lesson for each task. Start with Read to Self, then Work on Writing and the other three tasks. Tell teachers to start with Read to Self, since that is the first task they will launch with their students. They will move on to Work on Writing when enough stamina is built. You will discuss this further when you talk about 10 Steps to Independence.
- g) Allow teachers time to explore the foundation lessons. One suggestion is to assign a foundation lesson from Read to Self or Work on Writing to each teacher in your group. (They can do this as partners if necessary.) Have them explore the book and website to learn how their specific foundation lesson is taught. I have my teachers record where they found information on this [Google Doc](#) so other teachers can refer to it later.
- h) Each teacher or teacher group shares the foundation lesson they were assigned.

Launch— 10 Steps to Independence

Rationale: Divide the 10 Steps to Independence into chunks to allow time for teachers to discuss them, ask clarifying questions, and collaborate with other teachers.

1. Provide an overview statement about the 10 Steps to Independence. A good statement can be found in the [Daily 5 Essential Elements](#) document. Ask teachers to also have their launching briefs handy.
2. Steps 1 and 2
 - a) Teachers read pages 37–38 in *The Daily 5* book. Ask teachers to highlight or underline key points for each step.
 - b) Introduce turn-and-talk to teachers. Have them share their key points with an elbow partner.
 - c) Watch video clip <https://www.thedailycafe.com/articles/launching-read-to-self-with-the-i-chart-part-1-of-3>. Stop at 1:55.
 - d) Lead a whole-group discussion about the key components of each step.
3. Step 3
 - a) Teachers read pages 38–40 in *The Daily 5* book. Ask teachers to highlight or underline key points for each step.
 - b) Have them share their key points with an elbow partner.
 - c) Discuss the importance of having the same language on the I-charts throughout the building. Instruct teachers to use I-chart language found in each launching brief.
 - d) Lead a whole-group discussion of step 3.
4. Steps 4 and 5
 - a) Teachers read pages 40–44 in *The Daily 5* book. Ask teachers to highlight or underline key points for each step.
 - b) Have them share their key points with an elbow partner.

- c) Watch video clip <https://www.thedailycafe.com/articles/Modeling-Most-and-Least-Desirable-Behaviors>.
- d) Lead a whole-group discussion of the key components of each step.
5. Step 6
 - a) Teachers read pages 44–45 in *The Daily 5* book. Ask teachers to highlight or underline key points for each step.
 - b) Lead a whole-group discussion of step 6.
6. Steps 7 and 8
 - a) Teachers read pages 45–49 in *The Daily 5* book. Ask teachers to highlight or underline key points for each step.
 - b) Have them share their key points with an elbow partner.
 - c) Watch video clip <https://www.thedailycafe.com/articles/launching-read-to-selfstep-8-stay-out-of-the-way>.
 - d) Lead a whole-group discussion of key components of each step.
7. Steps 9 and 10
 - a) Teachers read pages 49–52 in *The Daily 5* book. Ask teachers to highlight or underline key points for each step.
 - b) Lead a whole-group discussion of key components of each step.
8. Partner talk—How do the 10 Steps to Independence fit into the district’s balanced literacy framework?
9. Whole group share of partner talk.

Launch

Rationale: Provide teachers with the task they should launch first with their class and information about how to launch the other four tasks.

1. Language from the Daily 5 Essential Elements is helpful for this part.
 - a) Read to Self is launched first, followed by Work on Writing, followed by the other three tasks.
 - b) Each task is introduced in a timely manner.
 - i. Page 106 of *The Daily 5* book provides a nice description of when to launch another task, based on students’ stamina.

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