

Launching Daily 5 and CAFE: The First Days

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

CLASSROOM BEHAVIOR

Transitions

Using an anchor chart and the 10 Steps to Teaching and Learning Independence, teach expectations for **transition time**. 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

Read to Self: **Three Ways to Read a Book** (page 68)

BRAIN BREAK

Provide a brief kinesthetic, emotional, or cognitive **brain break**.

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.

BRAIN BREAK

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

FOUNDATION LESSON

I PICK Good-Fit Books (page 73)

Optional: Print a **bookmark** for each student.

**BRAIN
BREAK**

Continue to provide brain breaks as needed throughout the launch of Daily 5.

We'll rely on your discretion to know when they are needed.

LAUNCH

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.
 - Read the whole time
 - Stay in one spot
 - Get started right away
 - Work quietly
 - Build stamina
 - Ignore distractions
 - Persevere

(Pay close attention to the stamina of the group. If the lesson is going too long, add a few behaviors this time and then add more in subsequent reviews.)

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. Have a student model the least-desirable behaviors. Review the I-chart and ask, "Will ____ be a better reader if she does these things?" (**No**) Then, ask the *same* student to model the most-desirable behaviors. Review the I-chart again and ask the same question: "Will ____ become a better reader if she does these things?" (**Yes**)
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.)
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).

REVIEW

Read to Self: I-chart and practice again

- Review the Read to Self I-chart and add any behaviors that were not added the first time. (The number added is determined by the readiness of the class.)
- After reviewing behaviors, go through steps 4–10 of the 10 Steps.
- While students are practicing, play close attention to those who might benefit from conferring about behavior.
- When 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**Comprehension strategy, Check for Understanding (page 93)**

REVIEW

Read to Self: I-chart and practice again

- Review the Read to Self I-chart and add any behaviors that have not yet been added.
- After reviewing behaviors, go through steps 4–10 of the 10 Steps. (If stamina is growing at a nice pace, you may decide to skip steps 4 and 5 this time.)
- 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).

Day 2

REVIEW

Read to Self: Practice and build stamina

- Review the Read to Self I-chart. If any behaviors need to be added, add them.
- After reviewing behaviors, go through steps 4–10 of the 10 Steps. (If stamina is growing at a nice pace, you may decide to skip steps 4 and 5.)
- 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

Getting to know the CAFE board/Review Check for Understanding

During this time, we either introduce or review the CAFE Menu (depending on our students' previous exposure). If it is a first introduction, this lesson may be split into two or three lessons introducing each of the goals of CAFE. Once the menu is introduced, we review the strategy Check for Understanding and choose a child to write the strategy on a card and post the card on the CAFE board.

FOUNDATION LESSON

Work on Writing: Underline Words . . . (page 81)

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).

FOUNDATION LESSON

Work on Writing: Set Up a Notebook . . . (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).

FOUNDATION LESSON

Work on Writing: Choose what to write about (page 89)

FOCUS LESSON

I PICK Good-Fit Books (page 73)

Post strategy *Read Texts That Are a Good Fit* on the classroom CAFE Menu.

Day 3

FOCUS LESSON

CAFE Lesson

Strategy depends on student need.

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).

LAUNCH

Work on Writing: I-Chart

- Follow [10 Steps to Independence](#) (page 71) to launch Work on Writing.
- 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

Choose a Successful Spot to Work (p. 88)

REVIEW

Work on Writing: Practice and build stamina

- Review the Work on Writing I-chart using the 10 Steps, 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

CAFE Lesson

Review or introduce a new strategy based on student need.

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

I PICK Good-Fit Books or Check for Understanding

Day 4

FOCUS LESSON

CAFE Lesson

Strategy depends on student need. Use the Ready Reference Guide from TheDailyCAFE.com or *The CAFE Book*.

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

CAFE Lesson

Strategy depends on student need. Use the Ready Reference Guide from TheDailyCAFE.com or *The CAFE Book*.

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, 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

I PICK Good-Fit Books or Underline words

This could be 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).

Day 5

LAUNCH

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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 (page 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, sound the signal to call students to the gathering area.
- Check in and graph Daily 5 stamina.

FOUNDATION LESSON

Word Work: Choose Materials and Words to Use (page 102)

Introduce one or two options available for Word Work and the expectations when using those materials.

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, sound the signal 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.

Day 6

LAUNCH

Word Work: I Chart

- Follow **10 Steps to Independence** numbers 1–5 (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 (four to six).

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, sound the signal to call students to the gathering area.
- Check in and graph Daily 5 stamina.

FOCUS LESSON

Revisit Word Work I-chart and add any necessary behaviors

FOUNDATION LESSON

Word Work: Introduce another option or two for materials

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, sound the signal to call students to the gathering area.
- Check in and graph Daily 5 stamina.

FOUNDATION LESSON

Word Work: Introduce another option or two for materials

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, sound the signal 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.

Day 7

FOCUS LESSON

CAFE Lesson

Strategy depends on student need. Use the Ready Reference Guide from TheDailyCAFE.com or *The CAFE Book*.

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, sound the signal to call students to the gathering area.
- Check in and graph Daily 5 stamina.

FOUNDATION LESSON

Listen to Reading: Set up and clean up the technology (page 101)

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, sound the signal to call students to the gathering area.
- Check in and graph Daily 5 stamina.

FOUNDATION LESSON

Listen to Reading: Introduce Materials

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 yet chosen.
- 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.

SHARING

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

Day 8

FOUNDATION LESSON

Listen to Reading: Listen and follow along

LAUNCH

Listen to Reading: I-chart

- Follow [10 Steps to Independence](#) numbers 1–5 (page 71) to launch Listen to Reading.
- Revisit materials introduced, along with setup and cleanup.
- Because of a lack of materials, we do not build stamina with the whole group during Listen to Reading. Instead we add it to the task options students choose from and limit the number of students who can choose the task (four to six).

DAILY 5 SESSION #1

Choice between Read to Self, Work on Writing, Word Work, and Listen to Reading

- Students check in with their choice of the four tasks.
- 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.

FOCUS LESSON

Revisit Listen to Reading I-chart and add any behaviors necessary

FOUNDATION LESSON

Read to Someone: Review Check for Understanding

DAILY 5 SESSION #2

Choice between Read to Self, Work on Writing, Word Work, and Listen to Reading

- Students check in with one of the four tasks they have not yet chosen.
- 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

Read to Someone: [Choose a Partner](#) (page 98)

DAILY 5 SESSION #3

Choice between Read to Self, Work on Writing, Word Work, and Listen to Reading

- Students check in with the task they have not yet chosen.
- 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.

SHARING

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

Day 9

FOUNDATION LESSON

Read to Someone: Sit EEKK (Elbow, Elbow, Knee, Knee) (page 92)

DAILY 5 SESSION #1

Choice between Read to Self, Work on Writing, Word Work, and Listen to Reading

- Students check in with their choice of the four tasks.
- 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

Read to Someone: Choose one or two books to read

DAILY 5 SESSION #2

Choice between Read to Self, Work on Writing, Word Work, and Listen to Reading

- Students check in with a task they have not yet chosen.
- 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

Read to Someone: I Read, You Read (page 95)

DAILY 5 SESSION #3

Choice between Read to Self, Work on Writing, Word Work, and Listen to Reading

- Students check in with a task they have not yet chosen.
- 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

Read to Someone: Coaching or Time? (page 96)

SHARING

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

Day 10

FOUNDATION LESSON

Read to Someone: Choose a Successful Spot

DAILY 5 SESSION #1

Choice between Read to Self, Work on Writing, Word Work, and Listen to Reading

- Students check in with their choice of the four tasks.
- 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.

LAUNCH

Read to Someone: I-chart

- Follow **10 Steps to Independence** numbers 1–5 (page 71) to launch Read to Someone.
- Revisit foundation lessons—remind students how to sit, choose partners, decide what to read and who reads first, regulate their voice level, and check for understanding.
- Because of a lack of materials, we do not build stamina with the whole group during Read to Someone. Instead we add it to the task options students choose from, and limit the number of students who can choose the task (four to eight, for a total of two to four partnerships).

DAILY 5 SESSION #2

Choice between Read to Self, Work on Writing, Word Work, Listen to Reading, and Read to Someone

- Students check in with their choice of the five tasks. When the set number of Listen to Reading has been reached, students must choose one of the other options.
- 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.

FOCUS LESSON

Revisit Read to Someone I-chart and add any behaviors necessary

DAILY 5 SESSION #3

Choice between 5 tasks

- Students check in with a task they have not yet chosen.
- 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.

SHARING

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

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 can take two to six weeks, depending on the instructional decisions made and the class's 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