

The CAFE Book

EXPANDED SECOND EDITION

Introduction

WEEK ONE: JANUARY 7, 2020

Book Study

Discussion and Sharing

How confident are you in your ability to design instruction to meet students' individual needs?

How do you organize student information (assessment data and conference notes)?

Describe your literacy instruction. How does setting affect your planning?

Reading Excerpt

Read about room 132 on pages 2-3. Reflect on the dynamics of this classroom and how they relate to a previous or current class of yours.

How do you work to meet the various needs of the students you work with?

Do you have a literacy management system that works to keep students engaged so you are able to confer with students and meet with small groups, and if so, what is it?

Quotes Worth Discussing

What this means to me

It [CAFE] provides the what, why, and how of instruction and, most importantly, establishes a structure that starts with the child and not the curriculum.

page 5

When we teach reading based on setting—whole-group, small-group, conferring, intervention—rather than focusing our efforts on teaching our students, we are in essence “doing” reading instruction rather than teaching children to read based on their actual needs.

page 6

When we stop driving the instruction and instead give our students the wheel, they will learn.

page 7

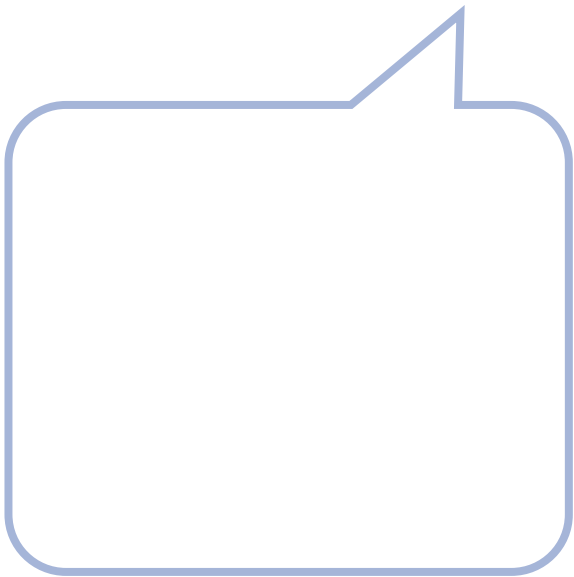
Putting Ideas Into Practice

What is your purpose for reading *The CAFE Book, Expanded Second Edition*?

What are your beliefs around the instructional dynamic of “setting” and its role in teaching and learning?

I believe

What quotes do you admire or “live by” as a teacher?



What is one idea you will continue to think about after today?
