



The CAFE Book

EXPANDED SECOND EDITION

Chapter Four

WEEK FIVE: FEBRUARY 4, 2020

Book Study

Do this section before
we begin on Tuesday

Getting Ready for Chapter Four

Please take time to reflect and answer the following questions before our session.

What do you believe are the necessary components of a lesson?

How do you teach to meet your students' needs? How do you know if they are successful?

What components do you consider adjusting when you determine that instruction is not working?

How do you monitor student progress?

What We'll Discover

- The Instruction Protocol as a practice for teaching whole group, small group, and one on one lessons
- Instructional Practices used to teach and reinforce concepts
- Touchpoints as a way for monitoring our teaching and student progress

Chapter Four Reading

Read pages 79–94. How is the Instruction Protocol similar to your lesson framework? How is it different?

Pages 95–99 are about monitoring our teaching and student progress. What is one idea that you can try tomorrow?

After reading Chapter 4, what do you notice? What do you wonder?

Quotes Worth Discussing

What this means to me

The amazing differences among individuals are what make things so unique with each class of children.
page 100

The instruction protocol is the backbone of all our lessons. With it, we are able to design lessons our students need, using a variety of high-quality children’s literature and the teaching resources we have at our fingertips. . . . The protocol provides a sound lesson structure, frees us from the binds of a scripted curriculum, and allows us to deliver just-in time strategy instruction to all students, in every setting, each and every day.

page 101

Committing to memory a lesson framework that is effective, flexible, differentiated, and keeps thinking at the heart of it allows us to have enough cognitive capacity to make decisions and mental pivots in the moment with students.

page 106

Putting Ideas Into Practice

- Follow the link on the last page of the book (green box: Just for You) to print a one-page document of the Instruction Protocol and access the videos mentioned below.
- Figures 4.17 (whole group), 4.18 (small group), and 4.19 (individual conferring) show the Instruction Protocol being used in three different settings. Select one and watch the corresponding video to see the Instruction Protocol in action. What do you notice? What do you wonder?
- Your turn! Use the protocol when conferring with a student, or teaching a small-group or whole-group lesson. Print out and use the Ready Reference Guide that corresponds with the strategy you are teaching in that lesson. What went well? What questions do you have?

Share

One takeaway or idea you will continue to think about after today.

Tag us on these socials and use the hashtags: **#CAFELiteracy #Chapter4**



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