

Launch Daily 5 and CAFE Routines in 15 Days

Visual cues for lesson structure

Foundation Lesson

Brain Break

Focus Lesson

Sharing

Review

Page numbers referenced throughout the document refer to pages in *The Daily Five (Second Edition)* book. All times are approximate. Adjust as needed and what doesn't fit today, move to tomorrow.

Day 1

8:45 | **Foundation Lesson** **Read to Self: Three Ways to Read a Book** (page 68)

Teach the first two ways to read a book, read the pictures and read the words; save retell a story for another lesson. Introduce quiet signal for getting students' attention. We use chimes. Let children know its purpose and what it sounds like.

8:53 | **Brain Break** (approx. 3 min.)

Ask children to stand and walk to someone and tell that classmate one way to read a book. Students will return to their place in the gathering area after they finish or when they hear the quiet signal.

8:55 | **Introduce Read to Self; 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 these at the top of the I-chart.*)
3. Record on the I-chart two 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
4. Have Jaxon model the most-desirable behaviors. As he models, review the I-chart and ask, "Will Jaxon become a better reader if he does these things?"
5. Have Olivia model least-desirable behaviors. Review the I-chart and ask, "Will Olivia be a better reader if she does these things?" and then ask her to model the most-desirable behaviors. Review the I-chart again and ask the same question: "Will Olivia become a better reader if she does these things?"
6. Place students around the room.
7. Practice and build stamina; see if they can make it three minutes, but stop as soon as stamina is gone.
8. Stay out of the way.
9. Signal when stamina is broken; return to the gathering area.
10. Conduct a group check-in and fill in the stamina chart (page 46).

9:20 | **Foundation Lesson** **Read to Self: I PICK Good-Fit Books** (page 73)

9:30 | **Review** **Read to Self I-chart and practice again**

- This time either try again for three minutes if they didn't make it the first time or try for four minutes. We would love for students to build stamina quickly, but remember that the ultimate goal is to build by one minute each practice time. If we build too quickly, it may not be sustainable.
- Be sure to stay out of the way and call students back as soon as stamina is gone.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:45 | **Foundation Lesson** **Read to Someone: Comprehension strategy, Check for Understanding** (page 93)

9:55 | **Brain Break** **Song**

- 10:00 | **Focus Lesson** **Getting to know the CAFE board/Review Check for Understanding**
Choose a child to write the strategy on a card and post the card on the CAFE board.
- 10:10 | **Foundation Lesson** **Read to Self: Review the first two ways to read a book and add the third way to read a book**
Model retelling the story from earlier. Teacher retells pages 1 and 2. Call on students to retell the remaining pages. Add "Retell a story" to the I-chart for Three Ways to Read a Book.
- 10:20 | **Brain Break**
Ask students to turn and talk to an elbow buddy and discuss the three ways to read a book.
- 10:25 | **Review** **Review what we did today and what we will do tomorrow.**
"Today you had ___ minutes of stamina when you were doing Read to Self. Tomorrow we are going to try for ___ minutes of stamina. Do you think we can do it? I do too! I am so excited, because you are going to be such good readers!"

Teacher Reflective Notes

Day 1 was very successful. The first practice of stamina building I had one student who tried to talk to a student around him. Everyone else was on task, but I knew I couldn't let it go, so I used the signal to call students back. When they came back, we reviewed the I-chart and emphasized, "Read the whole time" and "Stay in one spot." We filled in the stamina chart to a little under one minute to reflect how long they made it. I also asked children if they knew what a "bubble space" was. I explained that when you find a place to sit to work, you pretend a bubble is all around you, and this is your "bubble space." You do not want to pop someone's bubble by getting too close. The second round of stamina building was much more successful, and students made it three minutes. Tomorrow I will use Jeffery to help me model behaviors.

Day 2

8:45 | **Review** **Read to Self I-chart and build stamina**

- Review the I-chart and have a student model it the right way (either Hadley or Griffin). Ask, “Will ____ become a better reader if he [or she] does these things?”
- Have Jeffery model it the wrong way and then the right way. Ask, “Will Jeffery become a better reader if he does these things?”
- Build stamina. Try for four minutes. Be sure to stay out of the way.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:05 | **Foundation Lesson** **Read to Self: Review Three Ways to Read a Book** (page 68) **and I PICK Good-Fit Books** (page 73)

9:15 | **Build Read to Self stamina again**

- Try for five minutes or one minute more than last practice time.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:25 | **Foundation Lesson** **Work on Writing: Underline Words . . .** (page 81)

9:35 | **Brain Break** **Song**

9:40 | **Foundation Lesson** **Work on Writing: Set up a Notebook** (page 89)

9:50 | **Brain Break** **Poem**

9:55 | **Foundation Lesson** **Word Work: Set Up Materials** (page 102)

10:05 | **Brain Break** **Story**

10:10 | **Foundation Lesson** **Read to Someone: EEKK** (page 92)

As a reminder, students practice these foundation lessons as we teach them, but they aren't actually doing the task of Read to Someone until all of the foundation lessons have been taught and practiced.

10:20 | **Brain Break** **Hand Jive**

10:25 | **Review** **Review what we did today and what we will do tomorrow.**

“Today you had ____ minutes of stamina when you were doing Read to Self. Tomorrow we are going to try for ____ minutes of stamina. Do you think we can do it? I do too! I am so proud of all of your hard work!”

Teacher Reflective Notes

Today the class would have made it four minutes the first try, but Jeffery struggled again and I had to call everyone back. We revisited the I-chart, and the second time we tried for four minutes and they made it. I am hopeful the class will be able to build up to six minutes tomorrow. I noticed that the brain breaks work better when I incorporate movement. I am going to put my poem chart in the back of the room, and we will move there when we read our poems. Our class goes to the library in a few days, so I want to do another lesson on good-fit books and a lesson or two on I PICK so they can use that information when choosing books. Then, I may have a few students model their book choice for the class.

Day 3

8:45 | **Foundation Lesson** **Read to Self: Three Ways to Read a Book and I PICK Good-Fit Books**

8:55 | **Review** **Read to Self I-chart and build stamina**

- Review the I-chart and have a student model it the right way (Dinaireas).
- Have Trenton model behaviors the wrong way and then the right way.
- Build stamina: Try for five minutes, or one minute more than last time. Be sure to stay out of the way.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:15 | **Foundation Lesson** **Read to Self: I PICK Good-Fit Books** (page 73)

9:25 | **Build Read to Self stamina again**

- Try for one minute longer than yesterday.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:35 | **Foundation Lesson** **Work on Writing: Underline Words . . .** (page 81)

9:45 | **Brain Break** **Song**

9:50 | **Foundation Lesson** **Read to Someone: Review EEKK/I Read, You Read** (page 92)

10:00 | **Brain Break** **Poem**

10:05 | **Foundation Lesson** **Word Work: Set Up and Clean Up Materials** (page 102)

10:15 | **Brain Break** **Song**

10:20 | **Focus Lesson** **Comprehension strategy, Back Up and Reread** (refer to “Ready Reference Guide” from *The CAFE Book*, Boushey and Moser 2009)

10:25 | **Review** **Review what we did today and what we will do tomorrow.**

“Today you had ____ minutes of stamina when you were doing Read to Self. Tomorrow we are going to try for ____ minutes of stamina. Do you think we can do it? I do too! We are going to be such good readers!”

Teacher Reflective Notes

We did it today! The whole class made it five minutes the first time and six minutes the second time. I have followed the 10 Steps explicitly, so I let Jeffery come in for a few minutes at recess to practice. We reviewed the I-chart and he was successful practicing for three minutes before I sent him outside. I am hopeful this will help for tomorrow. If not, I will let him stay in again for a few minutes at recess time. I was running short on time, so I had to cut the CAFE strategy lesson short. I will revisit it tomorrow and have a student create the strategy card. I also want to be sure to do another lesson on I PICK tomorrow to prepare them for the library. The goal tomorrow is to try for eight minutes and nine minutes.

Day 4

8:45 | **Foundation Lesson** **Read to Self: I PICK Good-Fit Books** (page 73)

Pass out bookmarks. Encourage students to use what they learned when looking for books at the library today.

8:55 | **Review** **Read to Self I-chart and build stamina**

- Review the I-chart. Discuss how to choose your own place to read (bubble space).
- Let children choose their reading space. Build stamina. Try for one minute longer than yesterday. Be sure to stay out of the way.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:10 | **Foundation Lesson** **Work on Writing: Underline Words . . ./What to Write About** (page 81)

9:20 | **Build Read to Self stamina**

- Try for one minute longer than earlier today.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:35 | **Foundation Lesson** **Read to Someone: I Read, You Read** (page 95)

9:45 | **Brain Break** **Song**

9:50 | **Foundation Lesson** **Read to Self: How to Book Shop** (page 73)

- Review our in-class expectations

10:00 | **Brain Break** **Poem**

10:05 | **Foundation Lesson** **Word Work: Review Set Up and Clean Up Materials** (page 102)

- Teach "choosing materials and words to use."

10:15 | **Brain Break** **Song**

10:20 | **Focus Lesson** **Back Up and Reread** (refer to "Ready Reference Guide" from *The CAFE Book*)

- Review, have a student create a strategy card, and add the card to the CAFE board.

10:30 | **Review** **Review what we did today and what we will do tomorrow.**

"Today you had ____ minutes of stamina when you were doing Read to Self. You also were able to choose where you sat! Tomorrow we are going to try for ____ minutes of stamina. And we are going to introduce the next Daily 5, Work on Writing!"

Teacher Reflective Notes

Stamina building was successful today! Jeffery did a good job and was so proud of himself when he was done. I am glad I taught the good-fit book lesson and I-PICK before library as it really helped my students! My lesson on book shopping went a little long but with this group of students I knew it was necessary. Tomorrow I will introduce Work on Writing.

Day 5

8:45 | **Foundation Lesson** **Read to Self: Review I PICK Good-Fit Books/Three Ways to Read a Book**

8:55 | **Review** **Read to Self I-chart and build stamina**

- Review the I-chart.
- Build stamina. Try for ten minutes, or one minute more than yesterday. This time, meet with students individually to assess and to set goals. (Refer to “From Assessment to Instruction.”)
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:10 | **Introduce Work on Writing using 10 Steps to Independence**

1. “Today we are going to learn to do Work on Writing.” (*Create an I-chart and explain that the I is for independence.*)
2. “We learn to Work on Writing because it helps us become better readers and writers, and it is *fun!*” (*Write these at the top of the I-chart.*)
3. Record on the I-chart the five behaviors that are the most crucial to student success.
 - Work the whole time
 - Stay in one spot
 - Get started right away
 - Work quietly
 - Build stamina
4. Ask Camden to model the most-desirable behaviors. As he’s modeling, review the I-chart and ask, “Will Camden become a better writer if he does these things?”
5. Ask Janya to model least-desirable behaviors. As she’s modeling, review the I-chart and ask, “Will Janya be a better writer if she does these things?” and then ask her to model the most-desirable behaviors. Review the I-chart again and ask the same question: “Will Janya be a better writer if she does these things?”
6. Place students around the room.
7. Practice and build stamina.
8. Stay out of the way.
9. Signal when stamina is broken.
10. Group check-in. Fill in stamina chart (page 46).

9:25 | **Foundation Lesson** **Work on Writing: What to Write About** (page 90)

9:35 | **Review** **Work on Writing I-chart and practice again**

- This time either students try again for the same number of minutes of stamina as the last try or I’ll encourage them to try for one more minute.
- Be sure to stay out of the way and call students back as soon as stamina is broken.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:50 | **Foundation Lesson** **Read to Someone: Review EEKK and I Read, You Read** (page 95)

10:00 | **Brain Break** **Song**

10:05 | **Foundation Lesson** **Review Check for Understanding** (page 93)

10:15 | **Brain Break** **Poem**

10:20 | **Sharing** Allow a few students a chance to share what they did during Daily 5.

10:25 | **Review** Review what we did today and what we will do tomorrow.

“Today we had ____ minutes of stamina when you were doing Read to Self, and we learned how to do Work on Writing. We even made it ____ minutes in Work on Writing! Way to go!”

Teacher Reflective Notes

My students actually groaned when I called them back at the end of their first Work on Writing time. Janya struggles with writing, so I need to make a point of meeting with her to discuss writing options. Our list of what to write about is full of great ideas. Eventually I am going to introduce the writing calendars from the www.thedailycafe.com website so students will have that option as well. I ran short on time for sharing because my strategy lesson went a little long. I need to be sure to not cut out sharing, because it is so important to student success.

Day 6

8:45 | **Focus Lesson** **Comprehension strategy, Use Prior Knowledge to Connect with Text** (refer to “Ready Reference Guide” from *The CAFE Book*)

8:55 | **Read to Self:** Stamina building—twelve minutes? The goal is one minute longer than yesterday; it is all about the class you have in front of you.

- While students are building reading stamina, meet with individual students to assess and to set goals.
- When stamina wanes, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:10 | **Foundation Lesson** **Core Belief: Review Chimes and Transitions as Brain and Body Breaks** (page 32)

- Create an I-chart about what transition time should look like and sound like when students move to and from their self-selected Daily 5 workspace.

9:20 | **Review** **Work on Writing I-chart and build stamina**

- Review the I-chart and have a student model the behaviors the right way (Natalie). Then ask, “Will Natalie become a better writer if she does these things?”
- Have Seth model it the wrong way and then the right way, and ask the question after each attempt: “Will Seth become a better writer if he does these things?”
- Build stamina. Try for one minute longer than they were able to write yesterday. Be sure to stay out of the way.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:35 | **Focus Lesson**

- Combine Check for Understanding and Back Up and Reread (use “Ready Reference Guide” from *The CAFE Book*)

9:45 | **Build writing stamina again**

- Try for one minute longer than earlier today.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:55 | **Foundation Lesson** **Listen to Reading: Set Up the Technology** (page 101)

- Introduce the devices for Listen to Reading and, using a projector, show how to access Listen to Reading websites and what to do.

10:05 | **Brain Break** **Song**

10:10 | **Focus Lesson** **Your Specific Reading Skill/Strategy**

This is a time we teach strategies that are specific to our class or grade level or that are required by our district or board. We teach the strategies from the CAFE Menu and use the corresponding resources for those strategies. Here, you may need to use your own specific resource; this is where it would be used.

10:22 | **Sharing** **Allow a few students a chance to share what they did during Daily 5.**

10:30 | **Review** **Review what we did today and what we will do tomorrow.**

Teacher Reflective Notes

Today's foundation lesson prepared students for when they go to the computer lab tomorrow and will get to access the site on their own. I will preteach a few of the optional sites for Listen to Reading before Listen to Reading is launched in the classroom. Jeffery struggled again today, so I will make a point of conferencing with him tomorrow during Read to Self, and we will set a behavior goal. Students struggle with opening their Work on Writing notebook to the right page, so I will model tomorrow how to mark their page and access it more easily.

Day 7

8:45 | **Focus Lesson** Your Specific Reading Skill/Strategy

Use prior knowledge to connect with text (use “Ready Reference Guide” from *The CAFE Book*). Ask one student to create the strategy card and then post it for the class on the CAFE board.

8:55 | **Read to Self:** stamina building; one minute longer than yesterday

- While students are building reading stamina, meet with individual students to assess and to set goals.
- When stamina falters, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:10 | **Foundation Lesson** Work on Writing: Finding and marking your place in the notebook.

Teach students to add the date at the top of their writing. Review how to select a topic and get started right away.

9:20 | **Review** Work on Writing I-chart and build stamina

- Review the I-chart and have a student model it the right way.
- If students need to see this again, ask one student to model it the wrong way and then the right way again. You may want to drop the incorrect model.
- Build stamina. Set goal of writing for one minute longer than before; be sure to stay out of the way.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:35 | **Focus Lesson** Expand Vocabulary strategy, Tune In to Interesting Words (refer to “Ready Reference Guide” from *The CAFE Book*)

9:45 | **Build writing stamina again**

- Try for nine minutes or one minute longer than yesterday.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:55 | **Focus Lesson** Your Specific Reading Skill/Strategy

This is a time we teach strategies that are specific to our class or grade level or that are required by our district or board. We teach the strategies from the CAFE Menu and use the corresponding resources for those strategies. Here, you may need to use your own specific resource; this is where it would be used.

10:05 | **Brain Break** Song

10:10 | **Focus Lesson** Review Check for Understanding and I Read, You Read

Use a plastic check mark and demonstrate what Check for Understanding looks like when you Read with Someone. Call on students to demonstrate and take turns as I model Check for Understanding.

10:22 | **Sharing** Allow a few students a chance to share what they did during Daily 5.

10:30 | **Review** Review what we did today and what we will do tomorrow.

Teacher Reflective Notes

Showing students where to start in their notebook was a huge help. I conferred with Jeffery, and while we are building his stamina, I am going to check in with him between conferences. I will taper this off as I see him become more and more successful. After adding the vocabulary strategy on the CAFE board tomorrow, I am going to try to play "Guess My Strategy" so it becomes clearer how these strategies can be used together.

Day 8

8:45 | **Focus Lesson** **Tune In to Interesting Words** (use “Ready Reference Guide” from *The CAFE Book*)

Ask one student to create the strategy card and then post it for the class on the CAFE board.

8:55 | **Read to Self: Stamina building**

- While students are building reading stamina, meet with students individually to assess and to set goals.
- When stamina falters, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:15 | **Focus Lesson** **Play “Guess My Strategy”**

9:25 | **Review** **Work on Writing I-chart and build stamina**

- Review the I-chart and have a student model it the right way.
- If students need to see this again, ask one student to model it the wrong way and then the right way again. You may want to drop the incorrect model.
- Build stamina. Set goal of writing for one minute longer than before; be sure to stay out of the way.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:40 | **Foundation Lesson** **Read to Someone: How to Choose a Partner** (be sure to discuss tone of voice) (page 98)

9:50 | **Brain Break** **Story**

9:55 | **Foundation Lesson** **Read to Someone: Coaching or Time?** (page 96)

10:05 | **Brain Break** **Song**

10:10 | **Focus Lesson** **Your Specific Reading Skill/Strategy**

This is a time we teach strategies that are specific to our class or grade level or that are required by our district or board. We teach the strategies from the CAFE Menu and use the corresponding resources for those strategies. Here, you may need to use your own specific resource; this is where it would be used.

10:15 | **Brain Break** **Poem**

10:20 | **Sharing** **Allow a few students a chance to share what they did during Daily 5.**

10:25 | **Review** **Review what we did today and what we will do tomorrow.**

Teacher Reflective Notes

Jeffery had a good day today! I checked in with him three times during Read to Self and during Work on Writing, but he was successful. Tomorrow I will do the same and see if he is able to maintain his success. Students loved playing “Guess My Strategy,” and I will definitely use it again.

8:45 | **Focus Lesson** **Fluency strategy, Read appropriate-level texts that are a good fit** (use “Ready Reference Guide” from *The CAFE Book*)

8:55 | **Round 1 of Daily 5—Introduce Choice!**

“Class, I am so excited about our day today. You have learned how to be independent when you do Read to Self and Work on Writing. Today you will be completely in charge of the order in which you do them. Some of you may choose Read to Self first; others may choose Work on Writing. You all know why you are doing each choice and how to work independently. I trust you to be independent during the time you work on your Daily 5 choice just like you have learned and practiced.”

- Have students close their eyes, picture themselves either reading or writing, and think about which they would rather do first.
- Tell students to be ready. When I call their name, they will say either “Read to Self” or “Work on Writing.” As they call their choice, mark it on the check-in sheet (page 112).
- By this time many classes are up to fifteen minutes of independent work. During this time, meet individually with students to assess and to set goals.
- When stamina runs out, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:20 | **Foundation Lesson** **Read to Someone:** Review Coaching or Time?

9:30 | **Round 2 of Daily 5**

- Review how exciting it was that students were able to choose for their first round of Daily 5. Remind them that the two choices at this point are Read to Self and Work on Writing.
- “You are all going to check in again. Be ready; when I call your name, you are going to say either Read to Self or Work on Writing, whichever you didn’t pick the first time.”
- Call on students and use the check-in sheet to record their choices. If they choose the same thing twice, gently remind them to make the other choice.
- Build stamina. Encourage students to work for one minute longer than last round.
- Meet individually with students to assess and to set goals.
- When stamina runs out, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:50 | **Foundation Lesson** **Read to Someone:** Review (from yesterday) How to Choose a Partner, and include a reminder about voice level and tone (page 98).

10:00 | **Brain Break** **Story**

10:05 | **Focus Lesson** **Your Specific Reading Skill/Strategy**

This is a time we teach strategies that are specific to our class or grade level or that are required by our district or board. We teach the strategies from the CAFE Menu and use the corresponding resources for those strategies. Here you may need to use your own specific resource; this is where it would be used.

10:15 | **Brain Break** **Poem**

10:20 | **Sharing** Allow a few students a chance to share what they did during Daily 5.

10:25 | **Review** Review what we did today and what we will do tomorrow.

Teacher Reflective Notes

Wow! The children were so excited to be able to choose! It was so fun! It took a little longer than I expected for them to check in, but that will go faster with time, I am sure. Because check-in took a little longer today, I cut out the poem brain break to be sure to have time for sharing. Jeffery did a good job with his stamina. I checked in with him frequently like yesterday. Tomorrow I am going to continue to check in but not as frequently and see if that helps.

Day 10

- 8:45 | **Focus Lesson** **Read appropriate-level texts that are a good fit** (use “Ready Reference Guide” from *The CAFE Book*)
- This ties in with lessons on good-fit books. Ask one student to create the strategy card and then post it for the class on the CAFE board.
- 8:55 | **Round 1 of Daily 5**
- Have students close their eyes, picture themselves either reading or writing, and think about which they would rather do first.
 - Tell students to be ready. When I call their name, they will check in with either “Read to Self” or “Work on Writing”. As they call their choice, use the check-in sheet and record it.
 - Students build stamina, with a goal of working for one minute longer than yesterday.
 - Meet individually with students to assess and to set goals.
 - When stamina runs out, sound signal and return to gathering area.
 - Group check-in: How did it go? Fill in stamina chart (page 46).
- 9:20 | **Focus Lesson** **Check for Understanding/Back Up and Reread** (what this looks like when partner reading)
- 9:30 | **Round 2 of Daily 5**
- Tell students, “Be ready. When I call your name, you are going to say either Read to Self or Work on Writing, whichever you didn’t pick the first time.”
 - Call students’ names and use the check-in sheet to record their choices. If they choose the same thing twice, gently remind them to make the other choice.
 - Build stamina. Try for one more minute than last practice time.
 - Meet individually with students to assess and to set goals.
 - Group check-in: How did it go? Fill in stamina chart (page 46).
- 9:50 | **Focus Lesson** **Tune In to Interesting Words** (use “Ready Reference Guide” from *The CAFE Book*)
- 10:00 | **Brain Break** **Story**
- 10:05 | **Focus Lesson** **Your Specific Reading Skill/Strategy**
- This is a time we teach strategies that are specific to our class or grade level or that are required by our district or board. We teach the strategies from the CAFE Menu and use the corresponding resources for those strategies. Here, you may need to use your own specific resource; this is where it would be used.
- 10:15 | **Brain Break** **Poem**
- 10:20 | **Sharing** **Allow a few students a chance to share what they did during Daily 5.**
- 10:25 | **Review** **Review what we did today and what we will do tomorrow.**

Teacher Reflective Notes

Today I got a new student. We reviewed the Read to Self and Work on Writing I-charts, and I paired her with Natalie. I met with her once in the middle of each round to check in and review expectations. She did a nice job and seemed to understand. Tomorrow I will pair her with Drew. The foundation lessons for Read to Someone have been successful, and I am scheduled to introduce Read to Someone tomorrow, but I am nervous! Will it work? I hope so! Jeffery was challenged today with staying in one spot, so I met with him and introduced the use of tools. He chose to sit on the floor next to the cupboard. He chose an I Spy book and a fidget for his tools, and I gave him a stopwatch and graph paper and began to teach him to graph his reading time and brain break time. I will review this with him tomorrow.

Day 11

8:45 | **Focus Lesson** Review Check for Understanding, and model how it is used with to Read to Someone

8:55 | **Round 1 of Daily 5**

- Have students close their eyes, picture themselves either reading or writing, and think about which they would rather do first.
- Tell students to be ready. When you call their name, they will say either “Read to Self” or “Work on Writing.” As they call their choice, use the check-in sheet and record it.
- Meet individually with students to assess and to set goals
- When stamina runs out, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:20 | **Focus Lesson** **Brain Break** Your Specific Reading Skill/Strategy

At this time you may consider your strategy lesson as part of the brain break. If the lesson is active, it may act as a brain break and lesson all in one. For example, if students are actively turning and talking during a lesson, that could be the brain break they need while learning something new. At other times, if the lesson is not active, the children may need a stretch or a turn-and-talk activity to rejuvenate their brains. Watch your students; you will know.

9:30 | **Round 2 of Daily 5**

- Tell students, “Be ready. When I call your name, you are going to say either Read to Self or Work on Writing, whichever you didn’t pick the first time.”
- Call on students and use the check-in sheet to record their choices. If they choose the same thing twice, gently remind them to make the other choice.
- Build stamina. Try for twenty minutes. Meet with students individually to assess and to set goals.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:55 | **Introduce Read to Someone using 10 Steps to Independence**

1. “Today we are going to learn to do Read to Someone.” (*Create an I-chart and explain that the I is for independence.*)
2. “We learn to Read to Someone because it helps us become better readers by improving our fluency and understanding, and it is *fun!*” (*Write these at the top of the I-chart.*)
3. Record on the I-chart the five behaviors that are the most crucial to student success.
 - Read the whole time
 - Stay in one spot
 - Get started right away
 - Read quietly
 - Build reading stamina
4. Have Owen and Mario model the most-desirable behaviors. As they do, review the I-chart and ask, “Will Owen and Mario become better readers if they do these things?”
5. Have Sierra and Sevda model least-desirable behaviors. Review the I-chart and ask, “Will Sierra and Sevda become better readers if they do these things?” Then have the same students model the most-desirable behaviors. Review the I-chart again and ask the same question. “Will Sierra and Sevda become better readers if they do these things?”
6. Place students around the room.
7. Practice and build stamina.
8. Stay out of the way.
9. Signal to gather students when stamina runs out.
10. Group check-in. Fill in stamina chart (page 46).

10:10 | **Review** Read to Someone I-chart and practice again

- This time, either students try again for the same number of minutes of stamina as the last try, or you can encourage them to try for one more minute.
- Be sure to stay out of the way and call students back as soon as stamina runs out.
- Group check-in: How did it go? Fill in stamina chart (page 46).

10:20 | **Sharing** Allow a few students a chance to share what they did during Daily 5.

10:25 | **Review** Review what we did today and what we will do tomorrow.

Teacher Reflective Notes

Read to Someone was a hit. They love the interaction. It got a little noisy, so I reviewed that during our focus lesson. I also needed to set a higher expectation for sitting close to each other with EEKK. I didn't have enough time to review I Read, You Read. I think I will quit graphing stamina for the Read to Self and Work on Writing rounds, because they are solidly improving, but I will keep it for Read to Someone. Jeffery was able to chart his stamina for Read to Self, which was five minutes, and then his tool time, which was six minutes. I am glad he was honest with himself. We talked about how his goal is to read for more minutes than tool time lasts. We will touch base again tomorrow.

Day 12

8:45 | **Focus Lesson** **Brain Break** **Your Specific Reading Skill/Strategy**

At this time you may consider your strategy lesson as part of the brain break. If the lesson is active, it may act as a brain break and lesson all in one. For example, if students are actively turning and talking during a lesson, that could be the brain break they need while learning something new. At other times, if the lesson is not active, the children may need a stretch or a turn-and-talk activity to rejuvenate their brains. Watch your students; you will know.

8:55 | **Round 1 of Daily 5**

- Tell students to be ready. When you call their name, they will say either “Read to Self” or “Work on Writing.” As they call their choice, use the check-in sheet and record it.
- Students build stamina, with a goal of working for one minute longer than yesterday.
- Meet individually with students to assess and to set goals.
- When stamina runs out, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:20 | **Focus Lesson** **Brain Break** **Your Specific Reading Skill/Strategy**

9:30 | **Round 2 of Daily 5**

- Tell students, “Be ready. When I call your name, you are going to say either Read to Self or Work on Writing, whichever you didn’t pick the first time.”
- Call on students and use the check-in sheet to record their choices. If they choose the same thing twice, gently remind them to make a different choice.
- Students build stamina, with a goal of working for one minute longer than yesterday.
- Meet individually with students to assess and to set goals.
- When stamina runs out, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:55 | **Review** **Read to Someone I-chart and practice again**

- Place students with partners around the room. Encourage them to try to build their stamina by one minute from yesterday.
- Be sure to stay out of the way and call students back as soon as stamina is broken.
- Group check-in: How did it go? Fill in stamina chart (page 46).

10:20 | **Sharing** **Allow a few students a chance to share what they did during Daily 5.**

10:25 | **Review** **Review what we did today and what we will do tomorrow.**

Teacher Reflective Notes

The class is building stamina with reading and also with our focus lessons. It felt right today to incorporate movement with the focus lesson so the brain and body break could be connected to the teaching of the lesson. I know there will be times when I need to do a movement like a hand jive, or stand and touch your toes, which has nothing to do with the lesson, but most of the time I will be able to incorporate a turn and talk, or stand, turn, and talk. It feels like we are truly flying at this point; we were able to add Read to Someone quickly, and tomorrow I will introduce Read to Someone as a choice. Jeffery loved Read to Someone, and his charting of his reading and tools gave us a visual representation of his work; he was surprised he was able to read for eight minutes.

Day 13

8:55 | **Round 1 of Daily 5: Introduce Choice with Read to Self, Work on Writing, and Read to Someone!**

“Class, I am so excited about our day today. You have learned how to be independent when you do Read to Self, Work on Writing, and Read to Someone. Today you will be completely in charge of the order in which you do them. Some of you may choose Read to Self first, others may choose Work on Writing, and others will choose Read to Someone. Starting today we will limit the number of students who can do Read to Someone during each round to six. So if you choose to Read to Someone and six people already have checked in with Read to Someone, you will have to make a different choice until the next round. We will be doing three rounds of Daily 5 today.

“You all know why you are doing each choice and how to work independently. I trust you to be independent during the time you work on your Daily 5 choice, just like you have learned and practiced.”

- Have students close their eyes, picture themselves either reading or writing, and think about which they would rather do first.
- Tell students to be ready. When you call their name, they will say either, “Read to Self,” “Work on Writing,” or “Read to Someone.” As they call their choice, use the check-in sheet and record it.
- During this time, meet individually with students to assess and to set goals.
- When stamina runs out, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:20 | **Focus Lesson** **Brain Break** **Your Specific Reading Skill/Strategy**

9:30 | **Round 2 of Daily 5**

- Students check in with Read to Self, Work on Writing, or Read to Someone. If they choose the same thing twice, gently remind them to make a different choice.
- Meet individually with students to assess and to set goals.
- When stamina runs out, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:50 | **Focus Lesson** **Brain Break** **Your Specific Reading Skill/Strategy**

10:00 | **Round 3 of Daily 5**

- Students check in with Read to Self, Work on Writing, or Read to Someone. If they choose the same thing twice, gently remind them to make a different choice.
- Meet individually with students to assess and to set goals.
- When stamina runs out, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

10:20 | **Sharing** **Allow a few students a chance to share what they did during Daily 5.**

10:25 | **Review** **Review what we did today and what we will do tomorrow.**

Teacher Reflective Notes

They love choice. Adding Read to Someone as a choice seemed to be the icing on the cake. They feel so empowered to be able to have an opportunity to work with someone of their choosing. We are now up to three cohesive rounds of Daily 5, where students know what to do each time. We aren't introducing many new behaviors, so I am excited to get into the rhythm of teaching skills and strategies. It feels like we are getting so much done.

Day 14

8:45 | **Focus Lesson** **Brain Break** Your Specific Reading Skill/Strategy

8:55 | **Round 1 of Daily 5: Introduce Word Work, using 10 Steps to Independence**

1. "Today we are going to learn to do Word Work." (*Create an I-chart and explain that the I is for independence.*)
2. "We do Word Work because it helps us expand vocabulary and become better readers, writers, and spellers, and it is *fun!*" (*Write these at the top of the I-chart.*)
3. Record on the I-chart the five behaviors that are the most crucial to student success.
 - Work the whole time
 - Stay in one spot except to get and return materials
 - Get started right away
 - Work quietly
 - Work on stamina
4. Have Latoya and Miranda model the most-desirable behaviors. Review the I-chart and ask, "Will Latoya and Miranda become better readers and writers if they do these things?"
5. Have Jake and Clair model the least-desirable behaviors. Review the I-chart and ask, "Will Jake and Clair become better readers and writers if they do these things?" Then have the same students model the most-desirable behaviors. Review the I-chart again, asking the same question: "Will Jake and Clair become better readers and writers if they do these things?"
6. Place students around the room.
7. Practice and build stamina.
8. Stay out of the way.
9. Signal when stamina runs out.
10. Group check-in: How did it go? Fill in stamina chart (page 46).

9:20 | **Review** **Word Work I-chart**

Tell students Word Work will also be a choice during Daily 5. Each round they will have a choice of four of the Daily 5. Explain that they won't have a chance to do all four each day, because there are only three choices each day. Each of them will have to prioritize. Every day, everyone must do Read to Self and Work on Writing, but for the other round, they can choose between Read to Someone and Word Work. Tomorrow we will introduce Listen to Reading, and then they will have five choices, but they still will be able to do only three things each day.

9:30 | **Round 2 of Daily 5**

- Students check in with Read to Self, Work on Writing, Read to Someone, or Word Work.
- Meet individually with students to assess and to set goals.
- When stamina runs out, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:50 | **Focus Lesson** **Brain Break** Your Specific Reading Skill/Strategy

10:00 | **Round 3 of Daily 5**

- Students check in with Read to Self, Work on Writing, Read to Someone, or Word Work.
- Meet individually with students to assess and to set goals.
- When stamina runs out, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

10:20 | **Sharing** Allow a few students a chance to share what they did during Daily 5.

10:25 | **Review** Review what we did today and what we will do tomorrow.

Teacher Reflective Notes

Now that Read to Someone has been introduced, it makes sense to me to introduce Word Work and Listen to Reading in these next two days. I have taught all the focus lessons, so I know they are ready. As I look at my plans, I can see how far the class has come with learning the behaviors of reading and writing and how the reading lessons are taking over my focus lessons. We are on our way.

Day 15

8:45 | **Introduce Listen to Reading, using 10 Steps to Independence. See Day 14, and introduce as you introduced Word Work.**

9:20 | **Focus Lesson** **Brain Break** **Your Specific Reading Skill/Strategy**

9:30 | **Round 2 of Daily 5**

- Students check in with Read to Self, Work on Writing, Read to Someone, Word Work, or Listen to Reading.
- Meet individually with students to assess and to set goals.
- When stamina runs out, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

9:50 | **Focus Lesson** **Brain Break** **Your Specific Reading Skill/Strategy**

10:00 | **Round 3 of Daily 5**

- Students check in with Read to Self, Work on Writing, Read to Someone, Word Work, or Listen to Reading.
- Meet individually with students to assess and to set goals.
- When stamina runs out, sound signal and return to gathering area.
- Group check-in: How did it go? Fill in stamina chart (page 46).

10:20 | **Sharing** **Allow a few students a chance to share what they did during Daily 5.**

10:25 | **Review** **Review what we did today and what we will do tomorrow.**

Teacher Reflective Notes

All of the Daily 5 are launched. This year it took this class fifteen days, but I know next year it may be longer or shorter, depending on the class I have. I am reminding myself now that when the class loses stamina during a round or has a bumpy day, I can go back and review the behaviors and help them set themselves back on the course of independence.

Explore The Daily CAFE for More Resources

(www.thedailycafe.com)

Get tools for launching and sustaining Daily 5, CAFE, and Math Daily 3.

- I-Charts for every Daily 5 activity
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- Activities for individual and group math time
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