**OLTD 502 Major Project**

**Platform:** Prezi
**Features:** Embedded pdf documents
 Embedded photographs
 Embedded video
 Screencasting

**Tools utilized:** Blackberry Q10 HP Pavillion g6 LaptopLogitech WebcamPreziscreencast-o-matic
 Movari

**Content:** Daily 5 and Daily Café

**Script:**

*Introduction*

Welcome.

My intention with this presentation is to introduce you to the Daily 5 and Daily Café models for literacy instruction.

I was first introduced to the Daily 5 two years ago and began implementing it into my practice last year. This year I was fortunate enough to attend a conference with the designers of the model, Gail Boushey and Joan Moser. (Zoom to photo: Frame 2) They are two sisters and educators whose desire to deliver more effective instruction inspired them think outside the box and create a model unlike anything that had been seen before.

So, what is the Daily 5 and how can it provide a more effective model for instruction?

Let’s begin with a definition of the Daily 5.

First let me tell you what it is not.

Daily 5 is *not* a prescriptive program.

The Daily 5 does *not* include content.

That begs the question, “What *is* the Daily 5?

Daily 5 is a framework.

It is called the Daily 5 because it includes 5 activities for the students to participate in: Read-to-Self, Work on Writing, Listen to Someone Read, Word Work and Read to Someone.

It is a structure that explicitly teaches skills that assist students to develop stamina for staying on task and independence.

And that begs the next question, “How do you do that?”

***Frame 1***

The framework was developed by two sisters, Gail Boushey and Joan Moser. They were frustrated with their students’ lack of progress using other models of instruction such as Spray and Pray whole class instruction, Guided Reading small group instruction and centers. The dreamed of being able to work with students individually and provide instruction targeted to their specific needs. But what do you do with the rest of the class that is meaningful while you meet with individual students or small groups? Students would need the skills to work independently in order for this to happen. And they would have to be engaged with their tasks.

The Daily 5 is based on 5 principles: Trust, Choice, Community, Sense of Urgency and Stamina. All elements work together to foster the desired independence.

The first principle was perhaps the most difficult for me to embrace. I am a self-professed control freak. I shuddered to think what might happen if I loosened my grip on the reins. I didn’t trust my students to manage themselves. I didn’t trust them to make good choices.

I was wrong. Trusting my students, and more importantly letting them see that I trusted them, was the best thing I ever did.

As for choice, initially I had reservations about how choice would affect my ability to manage students learning and progress. How would I track what students were working on? How would I assess students who were all using different text?

As far as building as sense of urgency, I agreed that having students understand the importance and value of reading and remaining engaged and focused was necessary for students to buy into the model and become more effective readers but I wondered how this could be achieved.

Stamina was a familiar concept to me. As someone who has run marathons I understand endurance and the effort it takes to build up stamina. I was curious how the sisters would apply this principle to reading.

So how do you instill these principles in students to achieve the level of independence required for the model to function effectively? It begins by keeping the end goal in mind and explicitly teaching the necessary skills (over and over again) so they become ingrained habits. The two sisters refer to the Ten Steps to Teaching and Learning Independence.

***Frame 2***

The ten steps include identifying what is to be taught; setting a purpose (building a sense of urgency); articulating and recording desired behaviours (an I chart, or modified T chart, is used for this) Let’s look at an example

***Frame 3***

The I chart is essentially a T-chart with an additional line across the bottom so that it symboloizes the I in independence. Initially the 2 sisters suggested brainstorming expected behaviours. As we already have desired behaviours in mind and brainstorming eats into valuable instruction time, they now recommend presenting them rather than brainstorming them. The example given is for read to self. On one side expected student behaviours are listed. On the other side the expected behaviour of the teacher is listed. The I charts for work on writing, word work and listen to someone read are presented, and students will be struck by the resemblance in expected behaviours. Be prepared need to review this chart frequently when implementing the model or returning from extended breaks like Winter Break or Spring Break.

The next step is modeling desired and undesired behaviours. Modelling desired behaviours is a practice many educators have utilized. Modelling unexpected behaviour, not so much. This is one of many facets that make this model unique.

**Frame 2**

After reviewing the I chart, the teacher selects a student to model expected, or desirable, behaviour. Next the teacher selects a student to model the unexpected, or undesirable, behaviour. The student should be a barometer child, one who determines the climate or weather in the classroom. Yep, one of those kids that you would normally be least inclined to pick. Before you stress yourself out over the idea, give it a try. It works. Largely because after you have them model the unexpected behaviour, you then have them model the expected behaviour. Modelling the unexpected behaviour gives them the opportunity for the laughs and attention the usually seek and modeling the expected behaviour then gets them attention for positive behaviour and lets them and you know that they CAN do it.

***Frame 4 (video clip)***

The question students are asked after witnessing the examples is, “Will this make them a better reader?” This reinforces the importance and purpose for the expected behaviours.

***Frame 2***

The next step is to practice to build stamina. Remember, just like training for a marathon, start small (no more than 3 minutes). Build up gradually and slowly. During this period let students explore different work spaces so that they can find out what works for them. Some students like to read at their desk. Some prefer a “cave” like a space under a table or a corner. Others like to lie down on a cushion. Many of my students enjoy curling up in a sturdy laundry basket. Yes, I said laundry basket. They liked them so much I had to buy more! The key is to provide options and help students reflect and decide what works best for them.

After building stamina comes staying out of the way. After trusting, this was probably the most difficult aspect of the model for me to embrace and implement. I wanted so much to redirect undesired behaviours and positively reinforce desired behaviours. The model stresses not allowing students to practice undesirable behaviours and to introduce a break whenever a student breaks from task. With my particular group I didn’t see some lasting more than 1 minute. Was I supposed to stop everyone because of one or two |(or three or four) students? Initially, the answer is yes. Once you get up and running you keep them on task by utilizing one-on-one conferences, small group sessions and other tools to help them reset and return to task.

 It is important to introduce and practice quiet signal. Save your voice for instruction, not getting attention. The 2 sisters recommend soft chimes. Refrain from using harsh or loud signals. If you find the sound unpleasant, chances are so will your students. Try having multiple sets of chimes and use them for different purposes. One sound may signal time to gather at the carpet. Another may denote time to clean-up. Students will pick up on the nuances and expectations surprisingly quick. Try it. Your voice will thank you.

 Group check in is the final step to building independence. Check-in provides students an opportunity to utilize choice and to be held accountable. When the Daily 5 model is up and running it generally includes 3-5 rounds depending on the length of block of time and the age of the students. Older students will have fewer, longer rounds. Younger students with less stamina will have more, shorter rounds. Check-in occurs after a focus lesson before students disperse to practice their skills independently. Check-in generally includes students declaring their choice of activity and the goal they are working on. In the following example students are relatively new to the Daily 5 and have only practiced read to self. As a result check-in consists of declaring a behaviour focus for the session. Let’s watch….

***Frame 5 (video clip)***

Note that before students declare their goal the teacher announces who he or she will be working with so that students don’t have to readjust after they already have a choice in mind.

As mentioned earlier, the 5 activities that students will eventually be asked to perform independently are
 read-to-self, work on writing, word work, listen to someone read, and read to someone. While students are engaged in their chosen activity the teacher is free to work with small groups or confer with individual students.

***Launch page***

So now that the framework has been constructed. Where does the content come in? That’s where the Café is introduced.

***Frame 6***

Café is an acronym for Comprehension, Accuracy, Fluency and Expanding Vocabulary. These are the four areas we focus on to improve reading.

Just like a café menu, students select what is appropriate for them at that moment. Like a menu, some may select multiple items. Others will be satisfied with just one.

There is no prescribed order for introducing the strategies. However, the sisters do find that educators new to the model may wish to begin with the first 6 comprehension strategies, the first five accuracy strategies, the first 4 fluency strategies and the first 3 expanding vocabulary strategies.

The strategies are taught through brief focus lessons. They are intentionally brief to optimize the attention span of the target audience. They should be no more than 7-10 minutes. After this research shows that students’ brains need a break.

Here the teacher is preparing to give a lesson on beginning and ending sounds. Focus lessons generally include a story to put the strategy into context and demonstrate its usefulness. A lesson will also include modelling and guided practice before the students are released to practice independently. The teacher may also share a “secret” that makes the strategy work. If you subscribe to the daily 5 website you will have access to many videos demonstrating focus lessons in action that you can easily duplicate in your classroom.

***Launch Page***

Once the students are working independently the teacher can confer with students one-on-one. This is a chance for the teacher to assess where the students are, reinforce learnings from previous lessons and hold students accountable for their progress. Let’s take a look at the process in action…

***Frame 8 (video)***

 Note that the conferring session begins with the student selecting text to share with the teacher. The teacher observes for potential areas to focus on and watches to see which strategies the student employs. Together the teacher and student review the last conferring session (articulating the goal and strategy being focused on), determine what progress has been made, decide on a course of action and set an appointment for the next conferring session. This information is all recorded to track student progress. This can be done in a specially designed notebook/binder or using the online conferring notebook created by the 2 sisters. Both models include a monthly calendar for recording appointments and individual sections for recording conferences with each student. Both work equally well. It is a matter of personal preference. Me, I like the digital version

***Launch Page***

There is much more to the Daily 5 and Daily Café than I could possibly cover in a single presentation. The 2 sisters maintain a website that contains a wealth of resources. It does require a subscription but for those educators serious about implementing the model in their practice, I highly recommend it.

***Frame 9***

When you login to the Daily Café website you will be greeted with this launch page. You will notice several headings in white font on a grey background. The Tip of the week is a free service that sends weekly e-mail blasts of articles that are both inspiring and filled with practical ideas.

Underneath the colourful tabs are nested several subcategories with links to related articles and videos.

As the site curates thousands of videos and articles to support educators in delivering the Daily 5, the Search tab is particularly useful. You can do a broad search or refine your search to one section of the site such as Daily 5, Daily Café, Math Daily 3 or classroom design.

The Daily 5 tab contain links to articles and videos on each of the activities included in the Daily 5, namely read-to-self, work on writing, word work, listen to someone read and read to self.

Nested under the Daily Café tab you will find links that will direct you to videos and articles to assist you in delivering lessons on each of the strategies related to each of the goals of comprehension, accuracy, fluency and expanding vocabulary.

I found this site exceptionally useful when first implementing the model in my classroom. The videos demonstrated lessons in action that could be easily replicated. And the articles addressed many issues I encountered. If you are serious about implementing the model in your classroom I highly recommend this site.

***Launch Page***

I hope this presentation has whetted your appetite for this literacy model. I would like to credit the work of Gail Boushey and Joan Moser, the authors of the Daily 5 and Daily Café and acknowledge the contribution of Olivia Dunsmore and Division 4 of Georgia Avenue Elementary…in particular Audrianna and Bella.

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