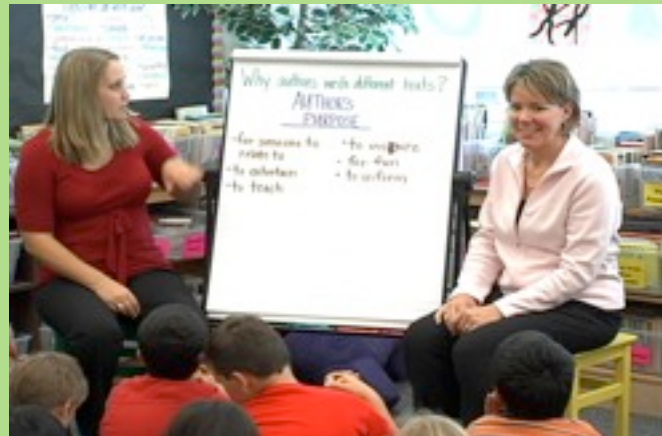




Workshop Guide

Intermediate CAFE in the Classroom



This guide includes reflection questions and templates to support your viewing of the Intermediate CAFÉ in the Classroom DVD, as well as suggestions for using the DVD in workshop settings with colleagues. The guide is divided by the chapter headings for each section of the DVD.

Introduction

- Gail and Joan talk about the basics of CAFÉ - that it is a menu, system and guide for instruction. How might it fit into your current conferring and assessment routine in reading workshop?
- CAFÉ is an acronym for the four main areas of literacy instruction-- Comprehension, Accuracy, Fluency, Expanding Vocabulary. Reflect on your own teaching. Which of the four areas do you feel most confident about? Which one is more of a challenge in your teaching?
- Joan and Gail mention that they have only a few essential components in their notebooks. Which components are similar to what is in your notebook? Which are new?
- Gail and Joan only "schedule" a few conferences each day so that they have time to meet with students as needed. Would this strategy help you balance your conference so that you meet with students more often?
- Gail and Joan use a curriculum calendar to help keep track of state and district requirements. How do you balance teaching required curriculum and meeting individual student needs?
- Look at the forms that are part of the notebook. Which one(s) best meet a current need that you have? Why?
- How might your conferences be more efficient with a notebook like this?

Chapter 1 CAFÉ Board Review Part I (6th Grade)

- Do some of your students already have experience with the CAFÉ Menu? How might this affect the way you introduce the Menu?
- How does this activity help groups of students that have experience with the CAFÉ Menu as well as those that don't?
- Why does this strategy for beginning the year make more sense than starting from scratch with this age?
- How do the sticky notes support conversation?

Chapter 2 CAFÉ Board Review Part 2 (6th Grade)

- The comprehension went very smoothly. Do you think that would be typical of any class? Why or why not?
- Gail mentions that there is not much instruction during this time. Why would that be important when introducing the board and gathering information?
- How does the thumbs-up/not sure response work with the students on the floor? Why do you think there is no thumbs-down option?
- How does the column on the side ("to decide later") support student learning? Why is that piece important?
- What would you be looking for during this activity? What information would you gather that would inform your teaching?
- We always want to make sure students know it is okay to say, "I don't know." Why is that important for CAFÉ to work?
- Several students were comfortable not being sure where to put their strip. How do you make sure that this happens early in the school year?
- Joan and Gail use "why" questions when discussing these categories with students. How does that add to the information they are gathering?

Chapter 3 CAFE Handout (6th Grade)

- Following the activity, Joan and Gail distributed the CAFE Menu to help students think about the categories on the board. How does this support good conversation and a better understanding of the menu?
- After watching this video segment, what decisions would you make about instruction if you were the teacher in this classroom? Why?

Chapter 4 CAFE Handout (4th Grade)

- Gail uses a comparison to a restaurant café to help students understand the menu. Discuss the idea of students choosing strategies that work for them each day?
- Gail asks students, "What is one strategy that you know that you use?" How does this type of student sharing help students understand the menu?
- In this introduction to the CAFÉ handout, Gail has students focus on one thing. The 6th grade lesson was more review of everything at once. What are the strengths and weaknesses of the different approaches?

- How do Gail's questions to individual students support their understanding of the menu?

Chapter 5 Author's Purpose Lesson (4th Grade)

- How does instruction in author's purpose fit into the CAFÉ menu instruction?
- What are some concepts like author's purpose you revisit often in your classroom?
- Which ideas would you add to the chart?
- Why is it important for students to recognize and understand author's purpose?
- Why is an introduction to a strategy important?

Chapter 6 Author's Purpose Debrief (4th Grade)

- How does reflecting on your lesson help your teaching?
- Was anything brought up in the debrief that you hadn't noticed in the lesson?

Chapter 7 Small Group: Compare and Contrast (6th Grade)

- There is a fine line of activities for learning (Venn diagram) vs. authentic reading experiences - how do you decide when it is appropriate to use graphic organizers in your reading program?
- How do you think the use of a picture book meets the needs of this group?
- Why do you think that Joan chose a book that students were familiar with? How do you decide when to use a new book and when to use a familiar one?
- There is mention of state tests in the debrief - what skills might you add to the CAFÉ menu or emphasize more based on expectations for your state tests?
- How do you decide when to scribe/model and when to have students write independently in a small group?
- How do you balance skills needed for state tests with authentic use of strategies?

Chapter 8 Small Group: Series Books (4th Grade)

- This group consists of all boys - how do you take gender and social dynamics into account when putting small groups together? Should gender be considered?
- Why does it make sense to pull kids together that are reading the same series?
- Even though the goal of this group is not to discuss how to choose books, Gail takes time to have kids share their reasons for choosing the series. Why is this social conversation important no matter what the skill?
- How does the CAFE menu anchor the conversation?
- Using books kids are reading independently often makes more sense than having all kids in a group read the same book When do you use individual books for small group instruction and when do you think it is important for all students to have the same book? Why?
- There are lots of opportunities for students to share their thinking. Do you think this type of sharing is worth the time that it takes?
- How does the sticky note assignment support students in using the strategy? What are some other ways that you support this transfer?

Chapter 9 Conferring with Makhmud (4th Grade)

- "When we confer, we want the student to lead so we ask open ended questions." Discuss the importance of this statement.
- "What is one of your strengths in reading?" By starting with this question, how does she support student learning?
- The teacher names things that she sees him doing that are part of the CAFÉ Menu. How does naming strategies help students?
- The CAFE menu gives students opportunities for reflection and goal-setting. How do you balance what students know about themselves and their goals with your curriculum and assessments?

- The student added his goal to the classroom board. Discuss your thinking about a board where students can share their goals. Is this something you might have in your classroom? Why or why not?
- How do you give your students ownership in the ways they use sticky notes and other tools?
- The teacher discusses the importance of not keeping children longer than necessary so they can get back to their reading. How do you balance meeting with students and their need for independent reading?

Chapter 10 Guess My Strategy Lesson (6th Grade)

- How does this activity help students become more comfortable with the CAFE menu?
- Gail follows up the student's response with "What did I do?" She asks students to explain their thinking. How does this explanation support students in understanding the strategies more deeply?
- Gail wants students to see that she is using a variety of strategies at the same time. What are some other ways that you help students see that integration of strategies?
- Which do you think is more important in this lesson - to understand each strategy or for students to understand that strategies work together?
- In the debrief, it became clear that Joan and Gail took advantage of a teachable moment to teach the integration of strategies. How do you decide when to change the goal for a lesson based on student response?

Chapter 11 Conferring with an English Language Learner (4th Grade)

- How do you use book introductions with your English language learners? Why are book introductions important?
- Even though the child uses only one-word responses, the one word often adds to the conversation with new language that the teachers haven't used. What do you learn about the child because of that? How might you build on that in your teaching?

- As intermediate teachers, it is often difficult to find books for new/emergent readers. What resources do you use/have to find books that match the needs of students who are beginning readers?
- How do you use pictures to support reading development in English language learners?

Chapter 12 Small Group: Reading Rates (5th Grade)

- Do you check to see if books are a good fit during a small group? Why or why not?
- How do you check in with students during small groups? What are the important things that you want to check for? Does this change throughout the year or remain the same? Is the check-in the same for every child?
- Joan shares the goal of the group with the students when they begin. Do you do this with each group? Why or why not?
- Students in this group are rereading - when and how do you encourage rereading? When do you discourage rereading? Why?
- Joan is very clear about the differences in reading during a first read and a reread. How much do you talk about rereading with students?
- Giving students a new piece of text to talk about pacing serves a different purpose than having them work in their own independent reading book. When might you give kids an unfamiliar text to practice/discuss a strategy?

Chapter 13 Whole Class Define the Word Lesson (6th Grade)

- Gail and Joan tell kids about the strategy and then demonstrate how using the strategy would look. How often do you model using strategies for your students?
- Gail uses "Turn and Talk" with the group. How does this help students reflect? How do you balance turn and talk with whole group sharing?

Chapter 14 Small Group: Text Features (3rd Grade)

- Gail gives students time to flip through the book. She starts with what the students know and notice. How often do you start with students'

observations, and when do you begin with your own observations? How do you decide?

- Gail writes down the text features for students to see. Why do you think she does this?
- Student independent exploration is a big part of this lesson. As students work independently, Gail learns a lot about each child. Do you give students independent time during small groups? Why or why not?
- How does knowing text feature vocabulary support students' understanding and conversation? How do you balance teaching the text feature vocabulary and helping students use the text features for understanding?
- Gail ends the conversation with an assignment to label captions for students when they go off and read the book. What do you think her goal is in this assignment?
- Gail has to adjust in the midst. How do you gauge when you need to reconfigure plans for a group?

Chapter 15 Conferring with Kylie (6th Grade)

- Gail asks Kylie to begin the conference by reading aloud. Why do you think she makes that choice?
- Kylie mentions that she has a really high reading level and that she loves to read. What do her insights tell you about Kylie? Can you think of a student in your class like her?
- Gail is very open-ended in her questions - for example, using phrases like "tell me about yourself as a reader". She then goes to the CAFE menu to focus on strategies. Why do you think she uses this conference routine.
- Kylie is in control of the conversation and her learning. How do you use conferences to help students be more in control of their own reading?
- Gail puts Kylie in charge of her own assessment/accountability. What tools do you have in place for students to keep track of their own learning?
- How do you balance letting kids make decisions and giving them tools? Gail shares a strategy that "might work" in the conferences. What message does this give Kylie?

Chapter 16 Conferring with Julian (4th Grade)

- The conference begins with reading aloud. How do you begin your conferences with students? Why?
- The teacher asks Julian to go into the book and give an example of a place in his book where he might need the strategy. How does that support her assessment?
- Using the menu as an anchor helps Julian understand new strategies. How might you use the menu or other tools to anchor talk about strategies with students?
- Julian is a strong reader. How do you meet the needs of your stronger readers?
- Do you use the same conference routine with all readers? Why or why not?