Workshop Guide

in the Classroom



Helping Children Visualize Literacy Goals

Gail Boushey and Joan Moser "The Sisters"





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DVD Scene Selection Introduction **Part I: Conferring Conferring Notebook** Brandon (Comprehension-Inferring) Amanda (Comprehension-Check for Understanding) Elyse (Comprehension—Summary) Mariano (Accuracy) Hailey (Accuracy-Cross-Checking) Colin (Accuracy–Chunks and Clusters) Jake (Fluency) Mariah (Expanding Vocabulary) Part II: Small Groups and **Whole-Class Lessons Small Groups Introduction** Small Group: Comprehension (Inferring) Small Group: Accuracy Small Group: Fluency Small Group: Expanding Vocabulary Whole Class: Fluency Whole Class: Expanding Vocabulary

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CAFE: Introduction

"CAFE" is an acronym for Comprehension, Accuracy, Fluency, and Expanding Vocabulary, four research-based components critical to reading. CAFE is a guide and system we've developed to focus our instruction, help students set reading and behavior goals, monitor their progress-and do it all without losing our sanity! As teachers, CAFE enables us to stay focused on children's needs and goals as well as keep records that help us integrate individual conferences, flexible small-group instruction, and whole-class lessons.

For years everyone we knew said we needed to have our assessments guide our instruction. Much of what we read focused on differentiating instruction. It made such sense to us, yet there was just one problem: exactly how were we to do that? We were very proficient at giving assessments. We knew they were important for tracking student progress. However, taking our assessments to the next level of really knowing what kids needed to learn next, and keeping all of the information organized in a concise, focused, and easy-to-use manner stymied us.

We find reading assessments and the CAFE menu inseparable. We can't use one without the other. Assessments inform us of students' strengths and areas of need. The CAFE menu picks up where the assessment leaves off, scaffolding us as we plan for the very next strategies our children need to become more proficient readers.

We begin our year by sitting with each of our students and administering an individual assessment. These assessments include the following:

- The Developmental Reading Assessment (DRA) We find this assessment one of the best for assessing our emergent readers through an early-third-grade reader. Using the DRA with a running record we can find their strengths in concepts of print, the basic cueing system; meaning; structure; and visual cues; along with the child's retelling skills and fluency.
- Burns and Roe Individual Reading Inventory (IRI) This assessment is one we administer once children begin reading at about the third-grade level. Using this IRI along with a running record, we are able to look at their cueing system, along with learning about the command they have over different types of comprehension. This is a quick one-on-one assessment that gives us a lot of information in a short amount of time.
- Words Their Way, another assessment we use, helps us determine children's ability to decode words. It is given in whole or small group and helps us form small, flexible groups.

While we are administering the assessment, we have our CAFE menu right beside us. During the assessment, we are constantly asking ourselves, "Which of the four components is this child using well? Which component is he/she finding the most challenging?" The answer to the second question will be the child's goal. Within the child's goal, we analyze which strategy we should teach next to help him or her become a more proficient reader. Upon completion of the assessment, we are able to help each child know what their strengths are, which area will be their goal, and what strategy they will use next.



The Beginnings of the CAFE Menu

A confession: even though this is a research-based guide and system, we didn't create it while we were in school. The inspiration came when we were on a beach, having a drink together and talking about our frustrations with our reading programs. Because let's face it: even when we're on vacation, most of us who teach can't get away from the problems or issues that are nagging at us.

At the beach, we chatted about assessment, skills we were teaching, and how little follow-through we seemed to have with students after connecting the two. We would teach skills and put them up on a bulletin board and they'd stay in front of us, but no one would ever remember them. The instruction was jumbled, with little order or progression to help us or our students sort through what the skills meant to them, or how they fit into their own progress or needs as readers.

Finally we started thinking, "Well, what kind of skills are they?" There on the sand, we instantly realized that all the skills we were teaching our children would fit under the headings of comprehension and fluency, and obviously, accuracy would be essential for our emergent readers just cracking the code. The final category we came up with was vocabulary, based on the research into what skills all proficient readers need. We named that category "Expanding Vocabulary" because it would reflect our desire to help students build their vocabulary, and of course so that we would have a catchy acronym: Comprehension (C), Accuracy (A), Fluency (F), and Expanding Vocabulary (E). The acronym CAFE also reflects our desire to have a system of choice, instead of a set, sequential order of skills arbitrarily assigned by someone who does not know our children. And who could forget our roots as teachers in the Seattle area, where there is a coffee shop on every corner?

The CAFE menu of strategies reflects the skills we've researched and used in our own classrooms, but these are not the only strategies proficient readers use. We encourage our colleagues to use them as a starting point, the basics of comprehension, accuracy, fluency, and expanding vocabulary. You can add others that are important or required in your district or state. It's a flexible system that can be tailored to individual classrooms, schools, or districts.

Although the beginnings of the CAFE program may seem whimsical, the system has added a coherence and structure to our work with children that was lacking in previous years. The system reflects our belief that different children have different needs as readers, but that all readers of any age need instruction and support that helps them become more independent and self-reflective in their work.

In this age of accountability, we need records that document how we are assisting each child with exactly the skills and instruction he or she needs, even as our classrooms grow more diverse. And now when we teach a strategy and post it on the board in our classroom, children understand what it means and how it fits into their lives as readers. In fact, these days it is far more likely that our students will write and post the skills and goals in the classroom as they emerge from our discussions individually, in small groups, and as a whole class.

This video series will introduce you to the CAFE guide and system. Through the written materials in this viewer's guide, the templates, and the examples of CAFE at work in individual conferences, small groups, and whole-class lessons, you'll be ready to try out CAFE in your own school. The system is simple, with these core elements:



- The teacher keeps a notebook with a few key record-keeping forms, including a calendar, individual student conference forms, and strategy group planners. We've included the templates, as well as sample completed forms, to help you get started.
- 2. Children meet with the teacher during literacy workshop conferences to be assessed, receive focused, explicit instruction, set goals, and then follow up on progress. The teacher keeps track of progress on the goal sheet in her notebook and schedules the next conference on her calendar, and the child posts his or her goal on the class CAFE chart.
- 3. The teacher plans small-group instruction based on clusters of students with similar needs in one of the CAFE categories. These groups are flexible, based on needs rather than reading levels. Often the teacher meets with groups of children who are reading different books at different levels, but working on the same skill (e.g., fluency or expanding vocabulary).
- 4. Whole-group instruction is based upon needs that emerge for many children, often using texts from whole-class read-alouds or other shared materials.

It's easiest to understand CAFE if you see it in action, which is why we've structured the video to include many individual conferences, a small group based on each of the four CAFE components, and a couple of samples of whole-class lessons. The amount of video in each category reflects the amount of time we spend on each element of CAFE; we spend far more time teaching children individually than we spend instructing the whole class as part of our CAFE system.

Getting Started with CAFE in Your Own School

We have helped thousands of teachers implement CAFE throughout the world. We've found that the best place to begin is often with a "Notebook Party." We bring in blank notebooks, templates, nice dividers, and copies of the forms everyone will need. Teachers love to personalize this material. (In fact, they often reject the plain notebooks supplied by their districts and come up with lovely materials that reflect their own personal style.)

Once the notebooks are assembled, you can work your way through viewing the segments on the video together. We've provided print handouts that explain our principles for conferring with students or leading small groups.

The CAFE program continues to evolve as we learn more about students, literacy, and what it means to be strategic, independent, thoughtful readers. But it's at a point now where we're happy to share it with you on video. We hope you learn as much about your students and what they are capable of as readers as we do every day. And we hope you will share ways you go beyond our guidelines, to create an even stronger assessment program. You can reach us at www.the2sisters.com. Happy viewing!

The CAFE Notebook

The beginning point for the CAFE system is the notebook. When we introduce the notebook to teachers, we're often surprised at how important it is to them to personalize it . . . to pick a notebook with a color scheme, look, and feel that they love.

But maybe we shouldn't be surprised by this. The CAFE notebook is something you'll carry with you all the time during classroom workshops. Your students will come to recognize it, and like a writer's notebook, it should be something that feels comfortable and right for you in terms of size and style.

We spent many years developing our CAFE notebook—testing it out, refining elements that were useful in it, and discarding those that weren't. We were left with a notebook that includes the following sections and components. We've provided templates in this guide for each form listed here:

First Section: Teacher Notes

Calendar

We use the calendar to make appointments with each child. After conferring with a child, we end with "Since today is Tuesday, and you'll need at least tomorrow's workshop to work on your fluency goal, we'll plan to meet Thursday" or "Today is Monday, and it sounds like we'll need to meet again tomorrow about this, so let's schedule a conference for Tuesday." The calendar is crucial for us in keeping track of the commitments we've made to children, and to make sure we aren't overcommitted throughout the week.

The calendar is also very useful for students who want continual attention. We can say, "Remember, we're meeting on Thursday about your goal. Today is Wednesday." It raises accountability for teachers and students in ways that are almost immeasurable. If Brandon is reading a book in the *Magic Treehouse* series, we might say, "You've read two chapters since yesterday, and we need to meet by the time you've finished Chapter 8. At your current pace, that would mean we need to meet in three days. Or do you think you might complete the chapters more quickly?"

We really focus on what will be accomplished day by day in reader's workshops between our conferences when we are both committing to a date on the calendar. As Richard Allington says, kids need to read voraciously, and the calendar can be a gentle nudge toward completing more reading for some children.

We also use the calendar to note the strategy group meetings, and when we next have to meet with any group. These groups are flexible and always shifting in terms of who is in which one and what the goal is, so the calendar is helpful for remembering the group commitments.

Keeping Track

This is a simple grid with each child's name on it and the date of our conference so that we have a record of when we have met with each child. Our goal is NOT to meet with each child an equal number of times. Depending on the child, where they are in their development as a reader or writer, and their specific needs, we may meet often, or only once or twice in a given week.



What's important to us is that each child gets their needs met. For some children, it's a mark of their growing strengths as readers and sophistication that they require fewer individual conferences with us. They may have goals that call for more sustained time in books, and may have developed the stamina to go for longer periods without support from us. But the form is also a check for us if we have missed a child who needs support—it ensures that no one slips through the cracks.

Strategy Groups

The strategy groups form is a simple grid we use to create flexible groups based upon similar goals among children. These are not ability groups. Often a group working on something like fluency will include children reading at a wide range of different levels, in different books. As clusters of children emerge with the same goals, we track them on this form.

At the completion of each individual assessment, we turn to the Strategy Groups form and check to see if any other students we have already assessed need the same strategy as the child with whom we are working. If so, we pop their name in the box on the form along with others. If we find no one with that need yet, we begin a new box and wait to see if anyone else will emerge to add to the group. Once individuals or a group show they have mastered the strategy and are ready for new goals, we go ahead and cross their names off the sheet. It's messy at times, but effective.

Dividers/Tabs for Each Child

Each child has their own section of the notebook so that we can easily flip to their name when we meet with them in conferences or make notes after a small-group session. Within each child's section, there is a

- Reading Conference Form,
- Writing Conference Form, and
- CAFE Menu.

At the top of the forms, there is space to note each child's current strengths and their goals. The forms include a space for us to record instruction we've provided to assist the child in meeting the goal (individually, in a small group, or with the whole class) and what we've observed with the child related to the goal. There is also a space to record what steps the child will take with our assistance to meet their goal. As the child meets their goals and the page is filled, we add additional sheets to their section in the book.

We prefer the simplicity of this form to the more complicated developmental checklists or set conferring questions we've used in the past. We haven't found a checklist yet that captures the diverse abilities of young children, so invariably the checklist ends up blank for a few children and fully completed for a few others too quickly. The set questions we used previously seemed contrived and inevitably led to a conference that was not focused on the needs of the child. Those conferences also went on way too long!

Conferring with Children

One of the hardest things for us about using the CAFE system in the beginning was truly getting up, moving about, and starting to confer with children one-on-one. We were accustomed to guided reading groups—staying in one area and having the children come to us. Getting up and moving to confer with students can be a little scary at first, but once you begin, it's exciting. The first concern we had, and many teachers share, was about time. How long will each of these conferences take? How can we stay focused, given that there is so much we might tackle with each child? And what exactly is my role in the conference?

We begin with the goals from our assessments of the students. To assess students, we begin each year by administering a DRA to those emergent readers who are just beginning to crack the code and read, to those at the end of second-grade level. For those students who read at the third-grade level and beyond, we administer the Burns and Roe IRI. Our whole class is given the Words Their Way assessment to guide our instruction with decoding and spelling patterns.

Once we've observed each child, talked with them, and gotten a sense of the child's strengths and needs, we're ready to set goals with them. The goals come from the assessments, and they become the focus of each conference with the



child. One of the things we had to resist was focusing too much on a conferring form in the conference. That's what we've become accustomed to as teachers—meeting with a child and filling in blanks on an assessment form as we listen to them read.

These conferring forms that are provided in many assessment systems or professional books are often loaded with questions: *What are you reading now? What are your strengths as a reader? Let's discuss vocabulary. What about fluency? Tell me why you chose this book.* And on and on. It isn't that these aren't good questions, but that there are too many of them. By the time you've conferred with two or three children, the reading workshop for the day may be over.

Although keeping good records is one part of CAFE,

we've found that the best use of our time in the conference is to observe and listen closely to the child, teach and/or reinforce their strategy, have the child practice the strategy, plan for the student's next step, and encourage them to keep going. This way, instead of long conferences with detailed notes that may have little effect on the child's strategy work and immediate goal as a reader, we have continual brief, targeted contact and instruction with all of the students more frequently.

We are also teaching children to look more closely at where they are now as readers, and where they might go tomorrow, or over the next week, in working on skills. So many of the conference protocols we've seen look at what children are reading at the moment, or ask them to talk about their whole life as readers. With CAFE, we're looking at days and weeks, rather than moments and years, to help children become more independent in tracking their progress and taking responsibility for it.

One of the strengths of setting goals with children that they work on over a period of time is that it saves time in conferences. Instead of taking time during each conference with a child to come up with a new goal or goals, the child begins with knowing he or she is working on developing fluency, or on expanding vocabulary.

We have a focus for most conferences before we even meet with the child again. When children see us walking up to them for a conference, they mentally begin to sort through what progress they have made toward their goals, and what topics around the goals we might discuss when we meet. We've also found that it's very hard for children to set meaningful reading goals without guidance or a concrete system. If you ask most children in the primary grades what their goal is as a



reader, they are going to say, "I want to read chapter books." That's not really a goal that is going to move them forward in terms of understanding their strengths and needs as readers, and learning to monitor their reading growth independently.

One other important aspect of conferring with children is to develop a shared language around reading development. The language we use with students shapes their thinking about what reading is . . . and ours. We don't want our students to say, "I want to get farther along in the Accelerated Reader program." We're helping them become comfortable with words like *comprehension, accuracy, fluency,* and *vocabulary* as they think about what it means to read and make progress as a reader. This becomes the language our classroom

community shares as we talk about literacy. It's the language we should share, because all the proficient-reader research documents that these are the areas we want to concentrate on in classrooms. After all, the main goal is for children to learn to read, love to read, and choose to read. What better way to help them achieve this than to help them become proficient readers?



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CAFE Conferring Guide

Explicit, Effective Teaching and Learning

1. Prepare (30 seconds)

Check the calendar—decide whom to meet with today. Review the child's notes from the previous conference. What are this student's strengths, and what is their next step for today?

2. Observe (30 seconds-1 minute)

Observe the student. Is the student applying the skill/strategy taught or reinforced during the last conference?

What is the student doing well with their strategy/skill learning? Record this on the conferring sheet under "Observation and Instruction."

3. Reinforce and Teach (1-3 minutes)

Ask the child to articulate their goal and strategy.

Share with the student your observations of what they were doing well.

Teach or reinforce the skill or strategy decided on during the previous conference by

explaining, modeling, thinking aloud, and offering advice.

4. Practice (1-3 minutes)

Ask the student to practice the skill/strategy while the teacher listens and observes, coaching where appropriate.

5. Plan (30 seconds)

Decide with the student their next steps based on today's teaching and learning: "This is what I am seeing and hearing; this seems like our next step...."

You may decide to have the student continue with the same next steps as the ones they worked on today.

Write this plan on the conferring sheet.

6. Encourage (15 seconds)

As you leave the student, encourage them to continue practicing the skill/strategy taught or reinforced. You may want the student to articulate their goal for today.

Each step above may be shorter or longer, depending on what the child is doing that day, along with where you, the teacher, are in the gradual release of teaching the skills or strategies to that student.

Remember, brief, focused teaching conferences that happen often are far more beneficial than lengthy but infrequent conferences.



Flexible Groups and Moving Beyond Levels

As we assess students in one-on-one conferences, we're looking for patterns. This is different from merely looking for levels and grouping accordingly. We look at children who have like requirements based on needs with comprehension, accuracy, fluency, or vocabulary, using the CAFE menu as a guide.

In the past, flexible groups really weren't that flexible in our classrooms, especially when we based them on students' reading levels. For years we said, "Yes, of course we do flexible groups!" But the truth was we didn't really know what that meant, and we certainly had no idea how to manage those groups. Once we started slotting kids into groups based on needing to know something more about specific reading strategies or skills like inferring or fluency, it moved us beyond reading levels. Many of these groups meet with students using different books, at different levels. It is the skill that focuses the group, not the level.

Because we regroup based on children's needs, the groups are always shifting. There are five- through eight-year-olds in Joan's multiage K–2 classroom, so each group often has a wide range of ages, with reading abilities from early emergent to fluent. Children learn to expect that groups will not meet on a set schedule. Some groups meet repeatedly to tackle a new skill together, whereas others are one-time events to home in quickly on a specific need or interest.



Even with the youngest readers, the skills needed often go beyond decoding. They are learning how to sit with others, carry on conversations about reading, and wait their turn to respond or receive support from their teachers. When we look over our group notes, it's interesting to us that many of our groups that DO have students all at a similar level are often made up of older, more sophisticated readers. These are the students who have mastered the basics of decoding text and need help with peers at a similar level to understand more complex notions of plot, character development, visual nonfiction cues, or inference.

In the video of the inferring small group on the DVD, Gail builds on her conference and work with Brandon around the topic of inferring. The group

defines *inference* together, and works from a shared text to find an inference before the students move off to independent work.

In the video of a reading group focused on accuracy early in the year, many of these young readers are meeting for the first time with their peers. Joan is implicitly and explicitly teaching them about the classroom norms for working with others in the group, even as they read a text together and begin to notice text features. By observing student response to the text, she can also get a sense of which students have more experience at home with read-alouds, nursery rhymes, and the concept of a story. All of this information will be used as she meets again with students individually, assesses skills, and charts out groups for the following week.



In the fluency small group, Joan demonstrates pacing, a demonstration that Gail reinforces in a short whole-class lesson later on the DVD. Individual students in the group practice, and successes are noted and celebrated together. Because students are all reading at different levels, there isn't a shared text for this group.

In the expanding-vocabulary small group, Gail emphasizes the importance of noticing interesting words. She is careful not to give a definition to students as the "all-knowing expert," instead encouraging everyone to find the definition of *currant* on their own. Later, in a whole-class lesson on vocabulary, Joan will remind students of charts on the walls linked to read-alouds that the class uses to record interesting words. These charts are also used in an individual conference with Mariah,

who has a goal of expanding vocabulary.

In all of these situations, the flexible groups reinforce the learning that occurs in individual and whole-class sessions. Nothing is taught in isolation; students continually see connections between their individual goals, those of their peers, and the learning that is recorded and discussed among the whole class.



Brandon

Age: Eight

Reading Level: Approximately third grade

Current Favorite Books: Anything in the Magic Treehouse series—he is our resident expert.

Strengths: Accuracy, Fluency, Expanding Vocabulary (A, F, E) Brandon is a very accurate reader who has wonderful fluency, including prosody, as well as a strong vocabulary.

Goal: Comprehension (C)

Strategies: Infer using prior knowledge and the text; support with evidence.



Brandon is a precise reader. Last year he struggled with making predictions about the text because he didn't want to "guess" or be wrong. He made great progress with predictions last year.

Now he is ready to move into making inferences about the text based on his prior knowledge and then learning how to support those inferences. He has had much success with this strategy

when sticking with his very favorite books from the Magic Treehouse series, because he has incredible prior knowledge. We are finding that when he gets away from the familiarity of those stories, inferring is much more challenging.

Taking part in the whole-class and small-group inference lessons is one way we support Brandon in his goal. He pays careful attention to what others say about their inferences. When we confer with him one-on-one, it is helpful when he has heard their ideas. Then he knows it is "okay" to make a good guess using his prior knowledge.

Brandon is a very bright young boy with an unbelievable amount of energy! Not only does he go to school Monday through Friday, but he also goes to Japanese school on Saturday. Brandon sets high standards for himself and is a perfectionist. He lives and breathes to draw and is one of the most talented artists we have ever taught. Brandon is physical, loves superheroes, and loves to give out superhero karate chops for fun.

Questions for Discussion

The text Brandon reads in this conference is available on page 33. Why might it be a helpful text for exploring inferring?

What experiences do you have in teaching inference?

How does Gail explore Brandon's knowledge of inference?

What are the strengths of using this text? Weaknesses? Why do you think Gail schedules a follow-up confer-

ence for the next day?



Amanda

Age: Eight

Reading Level: Approximately fourth grade

Current Favorite Books: Judy Moody series

Strengths: Accuracy, Fluency, Expanding Vocabulary (A, F, E)

When Amanda reads, she can read the words correctly. She is a fluent reader who reads with expression, pacing, and phrasing to enhance comprehension. She has a sophisticated vocabulary for her age, and consistently accesses her prior knowledge within the context of literature to predict and confirm meaning.

Goal: Comprehension (C)

Strategies: Analyzing and drawing conclusions based on evidence from the text; determining importance using theme, main ideas, and details.



As Amanda moves into higher reading levels, our main instructional goal for her is to develop more sophisticated comprehension strategies. After modeling the above strategies in the whole group, Amanda has been participating in a small strategy group with two other children who are working on the same goal. The small group works together with our whole-class chapter book,

Frindle, practicing the two strategies with support from each other. Amanda eagerly leaves the small group to go try out her new comprehension strategies in the Judy Moody book she is currently reading.

When conferring one-on-one with her, we find that she is beginning to draw conclusions about the story and is now able to support her thinking with evidence from the text. We will continue to work with Amanda until we see the strategies become automatic as she reads, allowing her to comprehend at a deeper level.

Amanda is a bright, positive, kind, and highly expressive learner. Whatever she is thinking and learning, she easily and readily expresses it for others to hear. When taking part in a lesson that models reading strategies, she is able to hear the strategy, watch it modeled, and then express it in "kid language" that her peers can understand.

Amanda is very confident both academically and socially. One day Gail was putting children's artwork

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up in the classroom. Amanda was watching her and noticed that Gail had run out of room to place the pictures, although she had three pieces of art left in her hand. Amanda quietly called out, "Gail, take those and hang them up in the hall outside our door, over the table." She was pleased and proud of herself for coming up with a solution for the three leftover pieces of art, which exemplifies who she is: a girl who is constantly thinking, reflecting, and sharing her thoughts.

Questions for Discussion

- The text Amanda reads in this conference is available on pages 34–35. Why might it be a helpful text for exploring the concept of main ideas?
- Gail is approaching this strategy for Amanda through inquiry and crafting "main ideas" together. Why would she choose to do this instead of defining for Amanda what a "main idea" is and moving on?
- Sticky notes are used in many different ways in instruction. How does Gail use them in this conference? What do you think about this? What are some other ways you have used sticky notes in your classroom?
- When setting up the next appointment with Amanda, Gail gave Amanda another day to read the book. Have you ever given a student another day to read a section or encouraged a student to have the story read and to meet the very next day? What was your thinking behind each situation? Why didn't Gail insist on meeting with Amanda the next day?

Elyse

Age: Seven

Reading Level: Approximately early fourth grade

Current Favorite Books: Geronimo Stilton

Strengths: Accuracy, Expanding Vocabulary (A, E)

Elyse is a very accurate reader. She has many strategies for decoding words, and readily uses cross-checking as she decodes more difficult words. She has an advanced vocabulary and uses it effectively to help support her accuracy and comprehension. As her reading has progressed, she has made wonderful progress in the pace of her fluency, a great goal achieved from last year.

Goal: Comprehension, Fluency (C, F)

Strategies: Infer using prior knowledge and the text; support with evidence and summarize the text. Read accurately with expression, pacing, and phrasing, paying particular attention to the punctuation.



Elyse has made such progress this past year; we are thrilled to move her into more sophisticated reading goals of inferring and summary. She also has a fluency goal of paying attention to punctuation to help her pacing and phrasing. Elyse has struggled with slowing down her reading enough to pay attention to the punctuation so she can phrase correctly. We have modeled this

strategy with her using the "I read, you read" approach in a one-on-one situation.

In need of another strategy, we began using any book she is currently reading, and give her an overhead and marker. She lays the overhead over the text. Skimming over the text, she circles all forms of punctuation. We then have her reread the text, taking careful note of the pausing and intonation of the punctuation.

Elyse also takes part in the whole-group lessons on inferring and summary. In one-on-one conferences, we are noticing that Elyse is effectively summarizing what she reads, which is now easier with the correct prosody. Inferring is something Elyse does naturally in many situations. We are hoping to see her be aware of when she makes inferences and label the behavior.

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Elyse is a beautiful young girl with very expressive eyes. She is a quiet learner who is hesitant and observant of her classmates. Elyse engages easily with books, often getting lost in a story. She feels personal connections to the characters and talks of them as friends! Elyse can most often be found rocking away in the rocking chair in our classroom, oblivious to everything around her but the book she is hooked on.

Questions for Discussion

- How does Joan handle working with a child who has a different sense of her needs and strengths as a reader than the teacher?
- Elyse's goal was to continue with comprehension but move to the strategy of summary. Joan also added, and "get into fat chapter books." Do you have any students who have a personal goal of reading chapter books? What strategy might you partner with that goal to support the student's transition into chapter books?
- Joan reminds Elyse that she is really good at comprehension, yet they decide to continue to have comprehension as her goal. Why do you think they keep comprehension as a focus?

Mariano

Age: Five

Reading Level: Nonreader

Current Favorite Books: Anything about the ocean with wonderful pictures

Strengths: Excellent vocabulary, listening comprehension, is able to tell a connecting story from pictures, knows many letters, and is naturally curious about text and books.

Goal: Accuracy-phonemic awareness, including segment onset and rime, rhyming words, and letter sounds



Mariano is a very young fiveyear-old who has been read to at home. He has a wonderful vocabulary on a wide variety of topics. Mariano loves to be read to and already sees himself as a reader. He quickly picked up the "three ways to read a book" concept (words, pictures, words and pictures) and knows that pictures can tell the story. He knows words are separated by spaces

and that text is read from left to right.

We will be working with Mariano one-on-one as we teach him the letter sounds through a kinesthetic movement. Mariano is already starting to write, using the initial consonant for words. Once he knows all the letter sounds, he will be able to write stories that he can illustrate and read. Mariano will participate in smallgroup instruction with two others who are working on segmenting words and blending sounds together to make words. In the whole group, we will help Mariano with his rhyming, hearing wonderful stories and expanding his vocabulary.

Mariano is a delightful student with a darling personality. He is well loved by others because he is kind and innocent. He loves to learn and talk about a variety of subjects. His mom and dad have done a wonderful job reading to him, laying the foundation for him to move into becoming a traditional word reader.

FRAC

Questions for Discussion

- While working with Mariano, which concepts of print is Joan assessing?
- What is your knowledge of "concepts of print," and how do you assess them?
- How do you teach phonemic awareness with your students? Do all grade levels need to work on this area of reading?
- Why does Joan predict that Mariano will be a reader by the end of his kindergarten year?



CHOICE

Hailey

Age: Five

Reading Level: Reads picture books that include few words

Current Favorite Books: Danny books by Mia Coulton

KS. Danny books by Mia Coulton

Strengths: Letter sounds, concepts of print

Goal: Accuracy (A)

Strategies: Cross-Checking . . . Does this make sense? Do the letters match the word and the picture?



Hailey has been read to at home since she was very young. She knows that pictures carry meaning and can often be found sitting on the floor reading book after book by reading the pictures and retelling familiar stories. Hailey knew many of her letters when she came to school. Once we put an action to each letter sound, she grasped those sounds quickly. Knowing those letter

sounds and her ability to understand how text works put her at the perfect point to learn cross-checking.

Hailey loves to read books. She has wonderful concepts of print and knows that text carries meaning. We are teaching Hailey to continue to read the pictures and notice the letters on the page so she can match them to see if the word makes sense.

Hailey is a young kindergartner with boundless energy. She is active, assertive, and athletic and loves any music and movement in our classroom. She has an older brother in the classroom and greatly enjoys the interaction with the children. Reading with one of the older students in our classroom is one of Hailey's favorite choices during reading workshop.

Questions for Discussion

What is cross-checking? With whom might you use cross-checking in your class?

Joan said that she "anchored" her lesson in comprehension. How did she do that with Hailey? Why did she work with comprehension when Hailey's primary goal is accuracy?

Many strategies are reinforced or taught with Hailey. Which do you notice?





CHOICE ITFRAC

Colin

Age: Seven

Reading Level: Second grade Current Favorite Books: Frog and Toad series

Strengths: Comprehension, Expanding Vocabulary (C, E) When Colin is read to or reads alone, he has exceptional comprehension. Part of his success with comprehension has to do with his sophisticated vocabulary and broad prior knowledge of many subject areas.

Gool: Accuracy and Fluency (A, F)

Strategies: Chunk letters together; read accurately with expression, pacing, and phrasing to enhance comprehension.



Colin is very bright, with excellent vocabulary and comprehension. He becomes easily frustrated when his reading doesn't "sound right." He is ready to move into chunking letters together for greater fluency. Colin has wonderful modeling of fluency both at home and at school. We are working to build his confidence in this area.

Colin is very aware socially,

so most of his instruction takes place in one-one-one settings. He belongs to a fluency group that does periodic choral reading of poems and short plays. He finds that group great fun, so it is socially acceptable to him. In a one-on-one session, we most often use the instructional strategy of "I read, you read," having him mimic sentences and short passages with an even pace and correct prosody. We are also working with Colin to develop his accuracy strategy of chunking letters together.

In the whole group, we focus on word families of the week along with basic root words and their prefixes and suffixes. We follow up the whole-group instruction with periodic small-group instruction in this same area, but most often with one-on-one instruction using books of his choosing.

Colin is a delightful student who thrives on positive attention from adults and peers. He is constantly setting a positive example for the younger learners and is respectful of other children. He loves to read and write anything about firemen, policemen, and rescuers. In our class, he has been elected as "the person who leads us out of the classroom when we have a fire drill." This speaks to his calm and levelheaded manner.

Questions for Discussion

- Joan takes a running record while Colin is reading. What does she learn about Colin as a reader?
- Do you use running records in your conferences? Why or why not?
- Colin was able to "flip the sounds" while reading. Based on the conversation, what does that term mean?



CHOICE

Jake

Age: Seven

Reading Level: Approximately third-grade level

Current Favorite Books: Anything nonfiction

Strengths: Self-awareness of reading strength of fluency, prosody, excellent vocabulary, and accuracy

Goal: Fluency (F)

Strategy: Jake's biggest challenge is that his pace is slow. One strategy is to put him in a readers' theater.



Jake is a fragile reader who is cautious and does not particularly like to take risks. He joined the class in first grade, missing out on his kindergarten year at our school. Upon entering, he was very aware that he was not reading and writing like some of the others in the class. He has made amazing progress in one year, and really knows himself as a reader.

Jake has found great success both academically and socially with his recent growth in fluency. He is delighted with his newfound "voice" for characters and newly acquired skill of reading with the punctuation in the book. He reads quite accurately and has such a strong vocabulary that even though his fluency speed is lacking, he is able to comprehend what he reads quite well. We have been using the strategy "I read, you read" the same passage in our one-on-one conferences, which was the first step toward his prosody. Also in his one-on-one conferences we have been working, very successfully, on punctuation awareness.

The next step for Jake is to work on his reading rate. We have placed him in our conferring notebook focus groups section with three other students who need to work on reading rate. With the other three children in the group, he will take part in performing readers' theater for the class (which he loves). This is one of our favorite ways to help children increase their rate. We have also just introduced the idea of taking a passage and reading it over three times to help increase the rate to the same speed as he talks. We want him to practice this each day. If need be, we can give him a stopwatch to time and graph his progress.

Jake lives in a make-believe world-he loves video games. His writing includes detailed drawings. He imagines himself as a king and conqueror in battles with monsters and wizards.

Questions for Discussion

- Gail explains why she will continue to work with the goal of fluency with Jake even though it is his strength. What is her rationale for this?
- Do you have students who are proficient in a strategy yet continue to want to work on that strategy? What do you do?
- What example did Gail give Jake to pick up his rate or speed in his reading? What do you do to help students with their rate?



CHOICE

Mariah

Age: Six

Reading Level: Beginning first grade Current Favorite Books: Danny books with predictable text

Strengths: Has a desire to read and is very attentive-she listens and watches everything that goes on in the room. Mariah has recently gotten command over letters and their sounds as well as segment onset and rime. She is able to cross-check with the pictures and text letter sounds.

Goal: Expanding Vocabulary (E)

Strategy: Tune in to and notice interesting words. Learn new words through conversation and context clues. Use some of the new words in her writing.



Mariah is a young first-grade student who likes to be alone much of the time. She does not like a lot of attention focused on her and prefers her learning to be safe and positive. Mariah loves to write about her activities at home, with most of her writing beginning with the word I in simple declarative sentences. She also prefers the same type of simple stories. Mariah has many

skills in place for accuracy and vocabulary. One of her biggest challenges is her limited vocabulary, which hinders her ability to get close to decoding a word, knowing it sounds similar to a word she knows or has heard before and then being able to figure it out from her schema. Helping Mariah fall in love with words in a safe and fun environment will help support her as we work to help expand her vocabulary.

Mariah has a lovely sense of humor-she'll be the first to laugh at any funny jokes or songs in the class. Providing Mariah with a safe, positive learning environment, rich in vocabulary and wonderful stories, will buoy her vocabulary development.

Questions for Discussion

- Mariah has been in Joan's class for a year, yet she didn't remember the CAFE bulletin board in the room. How can this be? Does this remind you of any students in your classroom?
- As Joan anchors vocabulary learning to the charts in the room, what do those charts look like? Do you have similar charts in your room? Why or why not?

Joan explains how she reinforces vocabulary for the whole class. How do you reinforce it in your class?



CHOICE

FRAC

Workshop Suggestions for Trying Out CAFE with Colleagues

- 1. *Start with a notebook party*. Gather together supplies for personalizing notebooks or have everyone bring in a favorite, and then work together to set up the notebooks with tabs and forms as described on pages 6–7.
- 2. View conferences around one strategy together, and discuss. Distribute copies of the children's information sheets linked to the conferences you are viewing. Talk about what notes and next steps you might take for each child. Where do you and your colleagues agree? Where you do disagree?
- 3. Set up CAFE boards in colleagues' classrooms, and talk about how you can build them slowly over time. View the whole-class lessons where Joan and Gail add goals to the CAFE board. Talk about good starting points for helping children to anchor their learning to the boards.
- 4. *View the small-group lessons, and talk about flexible grouping.* How are CAFE groups different from groups based on levels? What are the challenges of working with students at different levels in the same group? What are the benefits?
- 5. *Try out a few goal-setting conferences in your classroom, and meet again with the group to discuss.* What worked well as you all were beginning to use the goal sheets? What have you adapted or changed as you've begun to work with students?
- 6. Working with colleagues, keep track of books or poems that lend themselves to introducing the CAFE menu strategies. Bring the books to your meetings to share. If they are library books, come up with a system for your school to work together on this (e.g., a bright yellow sticky note in the back for teachers to jot ideas about best ways to use the book with strategy instruction). Keep running posters on the walls of your staff meeting space (one poster for each of the CAFE headings) so teachers can add titles of books or ideas about strategy instruction.
- 7. *Start by committing to two conferences a day.* Brainstorm with colleagues. How did you find the time? Did you have to give something up, shorten an activity? Are you writing down your thinking and learning? When do you write these notes?
- 8. *Talk about the concrete details of conferring*. Where are you conferring? Are you at one table, or do you move around? Building stamina for a new activity such as conferring with students can be supported by conversations with other colleagues. Share with the group what helps you accomplish two or more conferences a day.

CHOICE ITFRAC

CAFE Menu

Comprehension	Accuracy	Fluency	Expand Vocabulary
 I understand what I read Strategies AskDoes this make sense? Remember what was read Monitor meaning and "Check for Understanding" Summarize the text Retell the story Use text features to help understand text Ask myselfDo I have any background knowledge about the book? Make connections to what was read Predict what will hap- pen, use text to confirm Ask questions while reading Make a picture or men- tal image Infer using prior knowl- edge and the text, sup- port with evidence Determine importance using theme, main ideas and supporting details Recognize and explain cause and effect rela- tionships Recognize literary devices (simile, personi- fication, humor, metaphor, idiom, imager, exaggeration, and dialogue) explain how they make the story more interesting Determine authors pur- pose and support with text Analyze and draw con- clusions based on evi- dence from the text Use monitoring strate- gies of reread, look for- ward and word recog- nition to gain meaning 	I can read the words Strategies Back up and Reread Cross Checking Does this make sense, do the letters match? Blend sounds stretch and read Chunk letters together Use beginning sounds and ending sounds Use the picture Do the words and pictures match? Skip the word then come back Trade a word Sound it out	I can read smoothly with few errors and under- stand what I read Strategies Reread to make it smooth Read common sight words with automatic- ity Adjust reading pacing and rate to match pur- pose and difficulty Read accurately with expression, pacing and phrasing to enhance comprehension I read you read the same words Practice reading plays, poems or choral read- ing Apply different reading rates to match text	I know, find and use interesting words Strategies Tune in to interesting words and use new vocabulary in my read- ing and writing Reread to clarify mean- ing of word Read on Adjust reading rate Use prior knowledge and context to predict and confirm meaning Use pictures, illustrations and diagrams Use prefixes, suffixes and abbreviations to determine the mean- ing of the word Use word origins and knowledge of affixes and roots Ask someone to define the word for you Use dictionaries, the- sauruses and glossaries Understand and apply content vocabulary critical to the meaning of the text

Behaviors That Support Reading

Get started right away Stay in one place Be quiet Read the whole time Increase stamina Select and read "Good Fit" books



Calendar



CAFE in the Classroom: Helping Children Visualize Literacy Goals by Gail Boushey and Joan Moser. Copyright © 2007. All rights reserved. <u>www.choiceliteracy.com</u>

CHOICELITERACY

Keeping Track Grid





Keeping Track Grid

		ding	Ø.	Writing	
Allie	q/ q/ q/ q/ q/ q/ q/ q/ q/ q/ q/ q/ q/ q/ q/ q/ 1/3 1/4 /24 130 q/ q/ q/ q/ q/ q/ 1/4 1/4 22 (24) 1 q/ q/ q/ q/ q/ q/ q/ q/ q/ q/	1/ /30			
Amanda	13 11 /24 /30				
Colin	9/ 9/ 9/ 9/ 9/ 9/ 9/ 9/ 9/ 9/ 9/ 9/ 9/ 9	30			
Unrran	9/11 9/12 1/13 1/14	15 1/8 /19 /2	21 22 23 24	9/	
Dylan	9/ 9/ 9/ 9/ 4/ 9 111 112-113 114 1 9/ 9/ 9/ 9/ 9/ 4 113 114 113 121 1 9/ 9/ 9/ 9/ 9/	4 a/ a/ a/ 23 /27 /28 /3	2		
Emily	a/ a/ a/ a/ 13/12/24/30				
Dylan Emily Gabby Hailey	111 113 12 9 9 9 9 113 112 124 130 9 9 9 24 130 9 9 9 2 2 9 9 2 2 4 111 112 124 130 9 9 2 2 4 111 112 124 130 112 124 130 14 113 112 144 113	5/18/19/2	1 2/ 2/ 2/ 2/	2/	
Hailey	a/ a/ a/ a/ a/ /u /12/14/18	2/ 9/ 2/ 4/ 19 /11/23/3	21 27 28 24	2/30	
Jade	1/12/13/18/22/	1/ 2/ 28			
Jaeger Jake Jesse	9/ 2/ 9/ 2/ 28				
Jake	4/ 9/ 9/ 9/ 9/ 9	25 /27 /28			
Jesse	9/ 9/ 2/ 9/ 9/ 9	1/8 /20 /22 /a	25 /27 /28 /20		
Mariah	9/ 9/ 9/ 4/ 4/	20 /22 /25 /2	27 /29		
Mariano	a a a/ a/ a/	0/ a/ a/ a/ 5/18/a/2	20 /4 /22 /25	20	
Mariah Mariano Micah	9/11 /15 /20 /26				
Sebastian	9/22 9/23 /26 /28 /	30			
Sebastian Sierra Talon	9 9 9 9				
Talon	1/9 /22/26/30				
Tayler Will	a/ a/ a/ a/ a/ 1/5 /19 /20 /25	4			
Will	9 9 9/ 9/ 9/ 9	21 /22			
Zach	9/ 9/ 9/ 9/ 9/ 1	a/ J⊋D			

Strategy Groups Form

Goal	Goal
Strategy	Strategy
	Strategy
Conl	Goal
Goal	Strategy
Strategy	
Goal	Goal
Strategy	Strategy
	Sumegy
	Boushey & Moser
	bousney & Woser



Strategy Groups Form

Goal_Fluency_ Strategy_Reread to make it smooth	GoalAccuracy Strategy_Cross_checking
Nisha	Sebastian
Sierra Emily	Hailey Sierra
Joel	Sierra
Goal_ <u>Comprehension</u> Strategy <u>Check for understanding</u>	Goal Accuracy Stratom Bland Sounds trather
Strategy or ecc. for white pravouring	Strategy Blend Sounds together Darrah
Emily Amanda	Micah
Sebastian	Zach
	Gabby
Goal_Fluened	Cool Excaped Vacabulant
Strategy Read common sight words	Goal_ <u>Expand</u> Vocabulary Strategy <u>Tune into interesting</u> words
Peter	Mariah
Will Joel	Jade
	Jesse Zach
	Boushey & Moser

Reading	NAME		
Goals: •			
DATE OBSERVATION AND INSTRUCTION	NEXT STEPS TO MEET GOAL		



Ø	Reading	NAME Sebastian
	uls: Accuracy Ends of words Cross Checking	Comprehension Check for Understanding
DATE	OBSERVATION AND INSTRUCTION	NEXT STEPS TO MEET GOAL
9/22	Comprehension was hindered by missing ends of words	Teach Cross checking
9/23	Modeled Cross checking Sebastian practiced on 2 words	Practice on 2 words mark these with a stickee so we can talk about them
9/24	Showed me the 2 stickees and how he cross checked. Very proud!	Continue to "slow him down" by using the stickees to mark his thinking for cross checking
9/28	Does slowing down to pay attention to the words help you? "I think about the story more!"	Add Checkfor Understanding
9 ₂₉	Showed me 2 examples of cross checking he has this. May choose to add a new goal. Model "check for under."	Start to drop cross checking and just do check for understanding.
10/3	Continues to cross check without the sticker. Model "check for understanding again"	Continue Check for Understanding

Ø	Reading	NAME Darrah
· 7	ils: Accuracif Blend sounds together back up and reread	
DATE	OBSERVATION AND INSTRUCTION	NEXT STEPS TO MEET GOAL
9/	Assess and set goal, Darrah was sounding out each distinct letter. (b-u-n-d-l-e) did not blend them together.	Teach how to blend sounds together
9/12	Teach Darrah how to blend sounds together. Model this with a word in her book. She practiced this.	Meet regularly to practice <u>blend</u> sounds together
9/13	Listen as she nead. she tried blending with one word. I labeled for her" you just blended those sounds together." She practiced again	Continue to <u>Blen</u> d Think about adding Back up and Reread
<i>aj</i> <i>ji</i>	Listened .she blended 3 words ·labeled for her again ·Modeled back up and re read	Check Blending Model again - Backup and Rened V
9 15	Listened - was actively blending sounds, when she did, I taught her to back up and rehead right then.	See if she is putting the 2 strategies together V
9 18	Listened - forgot back up and reread over the weekend. Could Still blend. Model back up and reread	Check 2 strategies together

	Reading	NAME Will		
Goals: Flueney • Read common sight words with automaticity • Reread to make it smooth				
DATE	OBSERVATION AND INSTRUCTION	NEXT STEPS TO MEET GOAL		
	Assess and set Goal Basic sight words are slowing Will's reading and comprehension	Practice and reinforce Sight words Explain how this will help with his reading		
9/ /13	Will Knows most of the words but he has to think about each word. Do a quick one minute practice of sight words	Talk about speed with Knowing the sight words		
^a /15	Practice sight words- reading quickly for 1 minute	Send list of words home. Ask Dad to help will practice.		
a/19	Listen to Will nead · still word by word. One minute practice - slow.	Cut down the list of words - See if this will increase his speed		
9/21	Listen - some phrasing of sight words One minute practice with words	Keep practicing with smaller list		
9/22	Listen to him read. One minute practice - today he was able to read all on the page - I min.	Add new words to Sight-word page Think about adding reread		

G	Reading	NAME Jade
· T	als: Expand Vocabulary une into interesting words and eread to clarify meaning of	Luse these in reading and writing
DATE	OBSERVATION AND INSTRUCTION	NEXT STEPS TO MEET GOAL
9/12	Comprehension was impaired by words she didn't Know	Expand Vocabulary Start Using a personal word collector III
⁴ /13	Listen to Jade Modeled "word collector" with the word pr <u>ompt</u> ed in the story she read.	· Write 3 words a day on word collector words she doesn't know or is interested in We will discus
9/ ₁₈		She loves this Keep going Watch for patterns Who else could she ask to define?
9/ ₂₂	Adds 2-3 words each day Confinues to ask friends and Mom i Dad for meaning	Continue 2-3words Consider teaching reread to clarify meaning
9/27	A hard had have al	Check in to morrow to support this new strategy Reread to clarify meaning
9/28		Meet in 3 days to check progress, encourage and validate her work.



Y

Excerpt from The Adventures of Prickly Porky

by Thornton W. Burgess (Brandon's Conference)

Peter Has to Tell His Story Many Times

Once you start a story you cannot call it back; It travels on and on and on and ever on, alack!

That is the reason why you should always be sure that a story you repeat is a good story. Then you will be glad to have it travel on and on and on, and will never want to call it back. But if you tell a story that isn't true or nice, the time is almost sure to come when you will want to call it back and cannot. You see, stories are just like rivers—they run on and on forever. Little Mrs. Peter Rabbit knew this, and that is why she advised Peter not to tell anyone else the strange story he had told her of the dreadful creature without legs or head or tail that had chased him in the Green Forest. Peter knew by that that she didn't believe a word of it, but he was too tired and sleepy to argue with her then, so he settled himself comfortably for a nice long nap.

When Peter awoke, the first thing he thought of was the terrible creature he had seen in the Green Forest. The more he thought about it, the more impossible it seemed, and he didn't wonder that Mrs. Peter had advised him not to repeat it.



Excerpt from Old Mother West Wind

by Thornton W. Burgess (Amanda's Conference)

Johnny Chuck Finds the Best Thing in the World

Old Mother West Wind had stopped to talk with the Slender Fir Tree.

"I've just come across the Green Meadows," said Old Mother West Wind, and there I saw the Best Thing in the World."

Striped Chipmunk was sitting under the Slender Fir Tree and he couldn't help hearing what Old Mother West Wind said. "The Best Thing in the World—now what can that be?" thought Striped Chipmunk. "Why, it must be heaps and heaps of nuts and acorns! I'll go and find it."

So Striped Chipmunk started down the Lone Little Path through the wood as fast as he could run. Pretty soon he met Peter Rabbit.

"Where are you going in such a hurry, Striped Chipmunk?" asked Peter Rabbit.

"Down in the Green Meadows to find the Best Thing in the World," replied Striped Chipmunk, and ran faster.

"The Best Thing in the World," said Peter Rabbit, "why, that must be a great pile of carrots and cabbage! I think I'll go and find it."

So Peter Rabbit started down the Lone Little Path through the wood as fast as he could go after Striped Chipmunk.

As they passed the great hollow tree Bobby Coon put his head out. "Where are you going in such a hurry?" asked Bobby Coon.

"Down in the Green Meadows to find the Best Thing in the World!" should Striped Chipmunk and Peter Rabbit, and both began to run faster.

"The Best Thing in the World," said Bobby Coon to himself, "why, that must be a whole field of sweet milky corn. I think I'll go and find it."

So Bobby Coon climbed down out of the great hollow tree and started down the Lone Little Path through the wood as fast as he could go after Striped Chipmunk and Peter Rabbit, for there is nothing that Bobby Coon likes to eat so well as sweet milky corn.

At the edge of the wood they met Jimmy Skunk.

"Where are you going in such a hurry?" asked Jimmy Skunk.

"Down in the Green Meadows to find the Best Thing in the World!" should Striped Chipmunk and Peter Rabbit and Bobby Coon. Then they all tried to run faster.

"The Best Thing in the World," said Jimmy Skunk. "Why, that must be packs and packs of beetles!" And for once in his life Jimmy Skunk began to hurry down the Lone Little Path after Striped Chipmunk and Peter Rabbit and Bobby Coon.

They were all running so fast that they didn't see Reddy Fox until he jumped out of the long grass and asked:



"Where are you going in such a hurry?"

"To find the Best Thing in the World!" should Striped Chipmunk and Peter Rabbit and Bobby Coon and Jimmy Skunk, and each did his best to run faster.

"The Best Thing in the World," said Reddy Fox to himself, "Why, that must be a whole pen full of tender young chickens, and I must have them."

So away went Reddy Fox as fast as he could run down the Lone Little Path after Striped Chipmunk, Peter Rabbit, Bobby Coon and Jimmy Skunk.

By and by they all came to the house of Johnny Chuck.

"Where are you going in such a hurry?" asked Johnny Chuck.

"To find the Best Thing in the World," should Striped Chipmunk and Peter Rabbit and Bobby Coon and Jimmy Skunk and Reddy Fox.

"The Best Thing in the World," said Johnny Chuck. "Why, I don't know of anything better than my own little home and the warm sunshine and the beautiful blue sky."

So Johnny Chuck stayed at home and played all day among the flowers with the Merry Little Breezes of Old Mother West Wind and was as happy as could be.

But all day long Striped Chipmunk and Peter Rabbit and Bobby Coon and Jimmy Skunk and Reddy Fox ran this way and ran that way over the Green Meadows trying to find the Best Thing in the World. The sun was very, very warm and they ran so far and they ran so fast that they were very, very hot and tired, and still they hadn't found the Best Thing in the World.

When the long day was over they started up to Lone Little Path past Johnny Chuck's house to their own homes. They didn't hurry now for they were so very, very tired! And they were cross—oh so cross! Striped Chipmunk hadn't found a single nut. Peter Rabbit hadn't found so much as a leaf of a cabbage. Bobby Coon hadn't found the tiniest bit of sweet milky corn. Jimmy Skunk hadn't seen a single beetle. Reddy Fox hadn't heard so much as the peep of a chicken. And all were as hungry as hungry could be.

Half way up the Lone Little Path they met Old Mother West Wind going to her home behind the hill. "Did you find the Best Thing in the World?" asked Old Mother West Wind.

"No!" shouted Striped Chipmunk and Peter Rabbit and Bobby Coon and Jimmy Skunk and Reddy Fox all together.

"Johnny Chuck has it," said Old Mother West Wind. "It is being happy with the things you have and not wanting things which some one else has. And it is called Con-tent-ment."