



Workshop Guide

One Morning



This viewing guide includes questions and discussion prompts linked to the DVD chapters for *One Morning*.

Introduction

What challenges do you have when putting all of the components of Daily 5/Café together?

What questions are in your mind as you start to watch this DVD?

Read Aloud: Focus on Retelling

Why is a read aloud with a teaching focus important at the start of Daily 5?

Discuss the balance between the teacher talk and the student talk in this lesson.

The teacher uses language like "good inferring" to name the things that students are doing when they share. Why is this awareness of reading strategies important?

How do you support the use of pictures during reading?

Discuss your experiences with partner work and the "turn and talk" strategy. Do you feel that these activities have been worthwhile when you've used them? Why or why not?

The teacher builds independence by giving students many times to practice retelling with turn and talk. She also extends the activity by adding text. How do you scaffold after a whole group lesson?

Round 1 - Check-In

How do you handle computer use during your literacy block?

How do you note student choices? What do you do with the information?

Small Group: Chunking

Discuss the size of the group. How does a group this size support more individualized instruction?

How often do you provide a book instead of having kids use a book that they've chosen to practice the skill. How do you decide which to use for practice?

Individual conferences happen as a natural part of the small-group work. How does this help use time more efficiently? Does this work for you?

Independent Work and Conferring

Students are working in various locations all around the room. What spots are available for your students during independent time?

In each conference, Courtney asks, "Which strategy are you going to practice?" and reminds the child of a strategy that he/she is working on. How often do you share the goals like this with students, or ask them to verbalize them to you?

There are several things going on in each conference. Rather than focusing on only one goal and finishing up, Courtney takes advantage of the time with each student to learn about him/her and to do a variety of teaching. Is this similar to the way you lead individual conferences?

Do you use conferences to learn about or connect conversations to students' home reading? Why or why not?

Sharing and Read Aloud: Focus on Tricky Words

With so many transitions, what strategies do you use for gathering students back for whole-class instruction?

What do you do to make whole-class share time effective for all students?

In this read aloud segment, the teacher models her attempts using reading strategies the students are already familiar with. Students observe as she models. Discuss this approach.

Why is the conversation after the modeling critical to the lesson?

Courtney closes with a reminder for each lesson. Is this something that you do for each lesson?

Round 2: Check-In

How is the Round 2 check-in different from the others? Why do you think it is important to have check-in for every round?

How do you support students who struggle with making choices?

Wait time sometimes works for students who are struggling with choice. How do you decide when to offer a choice and when to wait?

Small Group: Multiple Strategies

At the beginning of each group, Courtney asks students to remember what they are working on to help them focus. Why is this an effective strategy?

Courtney uses a book students know so that she can focus on the skill and not the story. Which books have you read aloud that you might revisit for skill work in small groups?

How do you support English language learners in small-group settings?

Courtney uses questioning to scaffold student independence. "Does that make sense?" What questions do you use most often in groups to build independence?

Conferring: Cross-Checking

We often forget about teaching the cross-check strategy, which is an important one if we want students to use multiple strategies when reading. How often do you spend teaching this cross-check strategy?

As the student practices, Courtney realizes that the child has not internalized the three questions to ask herself in order to cross-check. She repeats the questions until the student is more comfortable. What are other ways to help students internalize strategies?

Conferring: Flipping the Sound

Courtney begins the conference by looking at her notebook and telling the child what she reads - "It looks like you are working on . . ." This honesty about assessment and goal setting is critical to the Daily 5. How do you make time for this kind of conversation with your students?

Courtney has a box of tools handy - white boards, books, etc. Which tools do you have available when you work with small groups? Which tools do you change or add?

Courtney has a plan for the conference but is also flexible. She listens when the child adds his own thinking. She also includes another skill after "Flip the Sound" has been practiced. How do you balance sticking with your plan and being flexible when conferring?

When Courtney discovers that the child knows about long vowel sounds, she asks him to tell her when/where he learned about that. Making students aware of their learning is a big component of Daily 5. Do you feel that your students value this kind of conversation? Why or why not?

Share and Read Aloud: Focus on Fluency

Courtney begins by taking students back to the minilesson - "Raise your hand if you had to use more than one reading strategy today?" What strategies do you use for focusing share and connecting it to the lesson?

When the child shares her writing, she only reads the part that she wrote most recently. Courtney reminds students of the rest of the story. What techniques do you use to make your share sessions run more efficiently?

Going back to the same book on the same day is a great tool for demonstrating various strategies. How often do you use one book for more than one lesson during the day or week?

Courtney asks for student participation when she discusses fluency - connecting her lesson to student individual goals. How does this support not only the students with fluency goals, but all students in the class?

During many of the lessons, Courtney refers to list of strategies "flower" on the wall. Think about the visual aids on your walls. How do you integrate these aids into your lessons?

Check-In Round 3

Courtney starts the check-in by announcing to the group who she will be meeting with during the next round. She then invites additional students who were not originally in the group. Do you ever spontaneously and flexibly change the composition of your small groups? Why or why not?

How is this third round of check-in different from the others?

Small Group: Retelling

This is a skill that was taught during the first read aloud. When would you revisit a lesson like this with a small group? How do you determine which students need more practice?

Courtney uses the same book to practice the same skill that was discussed earlier in the day. Why might she use the same book for the same skill with this group of students?

Courtney spent time after the partner work to help students learn social skills not particularly related to the content of the lesson. How often do you build in this type of teaching? Why is it important?

At the end of this group, Courtney assigns students their choice for this round. She wants to give them time to practice this skill with a partner in the group. How do you balance independent and partner work during your literacy block?

Conferring: Response Journal

Courtney often confers with students who were in the most recent group. How do you decide which students to support through an individual conference?

Courtney uses this conference as a way to introduce response journals to this student. What options do you have for students who need different tools to meet their goals?

What information do you record when meeting with a child in a conference?

Conferring: Connections

Courtney asks the child to share any connections he has as he reads. Then she listens in. While she is listening, she notices other connections and strategies too. Discuss the important messages we give students when we focus on multiple strategies when conferring.

The journal is a way to scaffold this child as he works independently in paying attention to the strategy as he uses it . What tools do you have for children for this type of scaffolding?

Courtney schedules next conferences for students and gives the student an assignment during the time between conferences. Do you use a similar strategy? Why or why not?

Conferring: Expanding Vocabulary

The clipboard with the word collector form is a place for students to track the use of this strategy. How will this support the student during independent work periods?

Courtney sets a date to meet again and then asks the child to find a word. This is a great support before the child is on his/her own. What other ways do you make sure the student understands the assignment before he/she goes off on his/her own?

Round 3 Share

How do you make sure that all components of Daily 5 are shared each day?

Why do you think it is important to make time for share after each round of Daily 5?

Courtney ends by reviewing strategies worked on throughout the morning. Why is this important?

Writer's Workshop: Minilesson on Leads

To begin this lesson, Courtney recaps what the class has done so far with the topic of leads/openings. How do you connect learning between lessons?

Courtney uses books to share with students before looking at their own writing. Why is this step important for kids' independence?

Courtney uses more than one example in the minilesson. How do they work together?

How do you decide when to use an entire book or just a part of a book for lessons?

Courtney gives them something to do when they go off to write. Even though each child is at a different stage, why is that important?

Editing: Conferences

Even though Courtney is only conferring with one child at a time, she does the conference in a spot where others can listen in. Why do you think she does this? What are the benefits?

Courtney goes back to the four questions that she discussed in the minilesson when working with students individually. How does this constant referral to whole class lesson support transfer? Is this something that you do easily, or something you need to work on?

Writing Share

Courtney invites a child to share - one who she knows will model the skill being discussed. How do you balance inviting students to share and making sure to highlight work that is an extension of the lesson?