Virtual Book Study
Using VoiceThread™
on The Daily 5 & CAFE

Helen Burton
FDLRS- Heartland
What is FDLRS?

Four Functions of FDLRS
1. Child Find
2. Parent Services
3. Human Resource Development
4. Technology
Housekeeping

- Turn off cell phones
- Limit sidebar conversations
- Ask questions!
Please study the following slide carefully.

You should see two identical dolphins diving simultaneously in the ocean.

If not, it may indicate that you are under stress and need a vacation!
Session Objectives

• Introduce you to VoiceThread™
• Share my “bag” with you
• Show you the FDLRS Heartland Virtual Book Study
  – Daily 5 & CAFE
  – Aligned with Common Core
What is VoiceThread™?

http://voicethread.com/
It’s conversations in the “Cloud”

http://vimeo.com/32856071
FDLRS Heartland VoiceThread™
My name is Coral Rivera. I will be teaching the fifth grade intensive class at Sun'n Lake Elementary in Sebring, FL. I have taught for a total of six years. The grade I have taught have been second and fourth grades. I have never taught anything but HAART classes. I have requested a change. I am excited. I have practiced and worked on a fully differentiated classroom. Last year was my first year doing this and I saw tremendous gains and excellent results in my classroom. Since I will be working with a different group of students I want to know more about the daily five (which I had already been researching myself)...but it still doesn't make complete sense to me as to what it is and how to implement it. I want to be better educated because this is something that will definitely work well with my current whole class differentiation that I am so into now.
Daily 5 Part 2
What Did I Learn??

• Use iPad or phone or external camera, not built in computer one.
• VoiceThread works better with Firefox
• VoiceThread app is just for viewing.
Who Wrote the Daily 5 & CAFE?

Welcome! We are so glad you found us! We hope you enjoy taking advantage of all this site has to offer, such as favorite books, fun and easy projects as well as moments that have made us stop and think along our professional journey. We also invite you to check our upcoming events section to see if we are visiting a town near you. We’d love to meet you in person!

Once you have familiarized yourself with this site, we invite you to also peruse our site The Daily Café. Here we offer free samples, countless articles, videos and much, much more to support, enhance and inspire your professional development. We, like you, are in constant search of ways to make our teaching lives more purposeful, more meaningful and more productive. With over 40 years of teaching and countless hours of research and practicum between us, we have used our knowledge and experience to create a truly unique resource...at your fingertips!

Again, welcome and enjoy!

To visit our site The Daily Café, please click here.
The Daily 5 Book Study/Workshop
Objectives of Book Study

• Participate in a book study responding to a series of guiding questions, share in class discussions their responses to the guiding questions and their insights
• Gain knowledge of 5 components of Daily 5
• Create a classroom structure: daily schedule and room arrangement to support implementation of Daily 5
• Create a timeline for implementation of Daily 5 (to be completed during first 6 weeks of school)
What is Daily 5??

• The Daily 5™ is more than a management system or a curriculum framework - it is a structure that helps students develop the daily habits of reading, writing, and working independently that will lead to a lifetime of literacy independence.
Components

Read to Self

Read to Self

Urgency:
- Helps us become better readers and writers
- It is fun

Sample “I” chart:

<table>
<thead>
<tr>
<th>Students</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the whole time</td>
<td>Work with students</td>
</tr>
<tr>
<td>Stay in one spot</td>
<td></td>
</tr>
<tr>
<td>Read quietly</td>
<td></td>
</tr>
<tr>
<td>Work on Stamina</td>
<td></td>
</tr>
<tr>
<td>Get started right away</td>
<td></td>
</tr>
</tbody>
</table>
Focus Lessons for Read to Self

Day 1
- Model “Three Ways to Read a Book” and record on anchor chart
  - Read the Pictures
  - Read the Words
  - Retell a Familiar Story
- Brainstorm I chart
- Model and practice student behaviors of “Read to Self”
- Begin working on Stamina – 3 minutes

Day 2 (Repeat from Day 1)
- Model and practice “Three Ways to Read a Book”
- Review I chart
- Model and practice student behaviors of “Read to Self”
- Continue working on Stamina – 4 minutes

Day 3
- Discuss “Where to sit in room” and record on an anchor chart
- Continue with above adding 1-2 minutes each day extending stamina

Day 4
- Continue to review I chart
- Teach how to choose “Good Fit Books” record on anchor chart
- Continue Stamina building
Read to Someone

• Reading with someone helps readers, especially developing readers, become more self-sufficient and less reliant on the teacher for assistance. Research shows that taking turns while reading increases reading involvement, attention, and collaboration.
Read to Someone Video

Choosing books during Read to Someone
Listen to Reading is valuable for developing fluency and vocabulary. It is a staple in many of our primary classrooms, yet it varies a bit from the other four daily’s.
Work on Writing Video

• Students typically work on writing of their choice. Many primary teachers have a separate writing workshop, where students may be required to produce a piece of writing directly related to the lessons taught or genre being explored. Intermediate teachers tend to combine the workshop and Work on Writing. It all depends on master schedules and time available each day.
Word Work Video

- Word study takes up a portion of each literacy block because, "Creating and maintaining a time during each literacy block to focus on words is critical to developing readers, writers and communicators."
Links to Common Core!!

Daily 5 Resources

http://www.the2sisters.com/the_daily_5.html

http://www.thedailycafe.com/

Daily5ChoiceBoardBLANK.notebook
Details Download 78 KB

http://www.the2sisters.com/PDFs/the_structure.pdf


elementary.teacher.resources - daily 5
A Daily 5 wiki

Launching Plan:


Daily_5_&_Cafe_For_Dummies.doc
Details Download 366 KB

LAUNCHING_The_Daily_5%20.doc
Details Download 32 KB

Daily_Five_Presentation.docx
Details Download 78 KB

Gr%3Alaunching%20Daily%5C5.doc
Details Download 59 KB

ougepDaily5LessonPlans.pdf
Details Download 96 KB

MIGLER%20CACHE%20privacy%3F%3ALaunching.pdf
Details Download 67 KB

DS-Cafe_Introductory_Lesson_Planner1.
Details Download 93 KB

K-2 Launching Plan


Welcome to what Wikispaces has to offer.
# First Grade

## The CAFE Menu

**Linked to 1st Grade Common Core Standards**

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Accuracy</th>
<th>Fluency</th>
<th>Expanding Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies:</strong></td>
<td><strong>Strategies:</strong></td>
<td><strong>Strategies:</strong></td>
<td><strong>Strategies:</strong></td>
</tr>
<tr>
<td>Use prior knowledge to connect with text</td>
<td>Abundant easy reading</td>
<td>Voracious reading</td>
<td>Voracious reading</td>
</tr>
<tr>
<td>RL.1.4, RL.1.1</td>
<td>Look carefully at letters and words</td>
<td>Read appropriate-level texts that are a good fit</td>
<td>Tune in to interesting words and use new vocabulary in speaking and writing</td>
</tr>
<tr>
<td>Make and adjust predictions; use text to confirm</td>
<td>RF.1.3</td>
<td>RF.1.4, RL.1.10, RL.1.10</td>
<td>RL.1.4</td>
</tr>
<tr>
<td>RL.1.1, RL.1.2</td>
<td>Cross checking... do the pictures and/or words look right? Do they sound right? Do they make sense?</td>
<td>Reread text</td>
<td>Use prior knowledge and context to predict and confirm meaning</td>
</tr>
<tr>
<td>Infer and support with evidence</td>
<td>RF.1.7</td>
<td>RF.1.4</td>
<td>L.1.4, L.1.5</td>
</tr>
<tr>
<td>RL.1.4, RL.1.7</td>
<td></td>
<td>Practice common sight words and high-frequency words</td>
<td>Use pictures, illustrations, and diagrams</td>
</tr>
<tr>
<td>Make a picture or mental image</td>
<td>RF.1.7</td>
<td>RF.1.3</td>
<td>L.1.4, L.1.5</td>
</tr>
<tr>
<td>RL.1.7</td>
<td>Flip the sound</td>
<td>Adjust and apply different reading rates to match text</td>
<td>Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)</td>
</tr>
<tr>
<td>Monitor and fix up: check for understanding /back up and reread</td>
<td>Use the pictures... do the words and pictures match?</td>
<td>RF.1.4</td>
<td>L.1.4</td>
</tr>
<tr>
<td>RL.1.4, RL.1.4</td>
<td>RL.1.7, RL.1.6, RL.1.7</td>
<td>Practice common sight words and high-frequency words</td>
<td>Use dictionaries, thesauruses, and glossaries as tools</td>
</tr>
<tr>
<td>Ask questions throughout the reading process</td>
<td>Use beginning and ending sounds</td>
<td>RF.1.3</td>
<td>L.1.4, L.1.5</td>
</tr>
<tr>
<td>RL.1.1, RL.1.1, RL.1.4</td>
<td>Blend sounds: stretch and reread</td>
<td>RF.1.2, RF.1.3</td>
<td></td>
</tr>
<tr>
<td>Use text features (titles, headings, captions, graphic features)</td>
<td>Chunk letters and sounds together</td>
<td>RF.1.2, RF.1.3</td>
<td></td>
</tr>
<tr>
<td>RL.1.5</td>
<td>Skip the word, then come back</td>
<td>RF.1.3</td>
<td></td>
</tr>
<tr>
<td>Summarize text; include sequence of main events</td>
<td>Trade a word/guess a word that makes sense</td>
<td>RF.1.3</td>
<td></td>
</tr>
<tr>
<td>RL.1.2, RL.1.2</td>
<td>Recognize words at sight</td>
<td>RF.1.3</td>
<td></td>
</tr>
<tr>
<td>Use main idea and supporting details to determine importance</td>
<td>Determine and analyze author’s purpose and support with text</td>
<td>RF.1.6, RL.1.8</td>
<td></td>
</tr>
<tr>
<td>RL.1.3, RL.1.2</td>
<td>Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)</td>
<td>RL.1.3, RL.1.5, RL.1.7</td>
<td></td>
</tr>
<tr>
<td>RL.1.3</td>
<td>Recognize and explain cause-and-effect relationships</td>
<td>RL.1.1, RL.1.2, RL.1.3</td>
<td></td>
</tr>
<tr>
<td>Compare and contrast within and between text</td>
<td>RL.1.9, RL.1.3, RL.1.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Call Boushey and Joan Moser @www.thedailycafe.com; 2015. Common Core Additions, Allison Bohne

*Not all Common Core Standards are included in the CAFE Menu, such as writing, speaking, listening and various others.*
CAFE Menu Video

• Comprehension
• Accuracy
• Fluency
• Expanding Vocabulary
Pre-brief Video
Conference on Flipping the Sound
Debrief Video
# Common Core!!

## The CAFE Menu

**Linked to 4th Grade Common Core Standards***

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Accuracy</th>
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<tr>
<td><strong>Strategies:</strong></td>
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<td><strong>Strategies:</strong></td>
</tr>
<tr>
<td>Use prior knowledge to connect with text RL.4.4</td>
<td>Abundant easy reading RL.4.10, RI.4.10</td>
<td>Voracious reading RL.4.10, RI.4.10</td>
<td>Voracious reading RL.4.10, RI.4.10, L.4.6</td>
</tr>
<tr>
<td>Make and adjust predictions; use text to confirm RL.4.7</td>
<td>Look carefully at letters and words RF.4.3</td>
<td>Read appropriate-level texts that are a good fit RI.4.4, RI.4.10</td>
<td>Tune in to interesting words and use new vocabulary in speaking and writing RI.4.4, L.4.5</td>
</tr>
<tr>
<td>Infer and support with evidence RL.4.1, RI.4.1</td>
<td>Cross checking… do the pictures and/or words look right? Do they sound right? Do they make sense? RF.4.3</td>
<td>Adjust and apply different reading rates to match text RF.4.4</td>
<td>Use prior knowledge and context to predict and confirm meaning L.4.4</td>
</tr>
<tr>
<td>Make a picture or mental image RL.4.7</td>
<td>Flip the sound RF.4.3</td>
<td>Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) L.4.2</td>
<td>Use pictures, illustrations, and diagrams RI.4.7</td>
</tr>
<tr>
<td>Monitor and fix up; check for understanding /back up and reread RL.4.10</td>
<td>Use the pictures… do the words and pictures match? RL.4.7</td>
<td>Read text as the author would say it, conveying the meaning or feeling RF.4.4</td>
<td>Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) L.4.4</td>
</tr>
<tr>
<td>Ask questions throughout the reading process SL.4.1</td>
<td>Use beginning and ending sounds RF.4.3</td>
<td></td>
<td>Ask someone to define the word for you L.4.4</td>
</tr>
<tr>
<td>Use text features (titles, headings, captions, graphic features) RL.4.7</td>
<td>Blend sounds; stretch and reread RF.4.3</td>
<td></td>
<td>Use dictionaries, thesauruses, and glossaries as tools L.4.2</td>
</tr>
<tr>
<td>Summarize text; include sequence of main events RL.4.2, RI.4.2, RI.4.3, RI.4.5</td>
<td>Chunk letters and sounds together RF.4.3</td>
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<td>Use main idea and supporting details to determine importance RI.4.2</td>
<td>Skip the word, then come back L.4.4</td>
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<td>Determine and analyze author’s purpose and support with text RI.4.8</td>
<td>Trade a word/guess a word that makes sense RF.4.4</td>
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</tr>
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<td>Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme) RL.4.3, RL.4.4, ., RL.4.5</td>
<td>Recognize words at sight RF.4.4</td>
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<td>Recognize and explain cause-and-effect relationships RI.4.3, RI.4.5</td>
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<tr>
<td>Compare and contrast within and between text RL.4.6, RL.4.7, RL.4.9, RI.4.6</td>
<td></td>
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</tbody>
</table>
Resources

- Pinterest
Bag the Web
What Teachers Have to Say About the Book Study
Love the Collaboration, Flexibility,

- “Teachers get the best ideas and support from other teachers.”
- “I liked it was self paced.”
- “I could access the videos ANYTIME, ANYWHERE!”
- “Very informative and interesting to hear others viewpoints and experiences.”
The Survey Says...

1. Extent training increased your knowledge 84% rated 5 or 6

2. Extent training met the objectives 88% rated 5 or 6

3. Extent you will use what you learned 94% rated 5 or 6

4. Extent you would recommend training to others 79% rated 5 or 6
Evaluations and Questions
Thank You!!

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