



# Peer Assisted Learning Strategies

## Reading Methods for Grades 2-6

2008 Revised Edition

Douglas Fuchs, Ph.D., Lynn S. Fuchs, Ph.D.,  
Deborah C. Simmons, Ph.D., and Patricia G. Mathes, Ph.D.

Support for the development of this manual was provided by Grants #H023E90020 and #H023C10086 from the Office of Special Education Programs, #R305G040104 from the Institute of Education Sciences in the U.S. Department of Education, and Core Grant #HD15052 from the National Institute of Child Health and Human Development.

Copyright © 2017 by Vanderbilt University





Dear Educator,

Thank you for your interest in the PALS Grades 2 – 6 Reading program developed at Vanderbilt University. We are pleased to offer you this excerpt to review.

These pages from the PALS Grades 2 – 6 Reading manual are provided as a courtesy to allow you to preview a representative sampling of the PALS Grades 2 – 6 reading program. This excerpt includes the following:

1. Table of Contents
2. Introduction
3. Lessons:
  - a. Day 1: Learning about PALS
  - b. Day 2: Introduction to Partner Reading
  - c. Day 4: Introduction to Retell
  - d. Day 6: Introduction to Paragraph Shrinking
4. Mini-Lessons
  - a. Mini-Lesson #1A: Reading for Information: Introduction
  - b. Mini-Lesson #2: Retell: Retelling Events in Sequence
  - c. Mini-Lesson #5: Paragraph Shrinking: Naming the Most Important Who or What
  - d. Mini-Lesson #9: Prediction Relay: Making a Good Prediction
  - e. Mini-Lesson #10: Student Behaviors: Pairs Cooperating Together

Please take note that this excerpt is protected by Federal Law Title 17 of the United States Code. The reproduction, distribution, and display of any part of the contents of this material is prohibited.

If you would like to place an order the PALS Grades 2 - 6 Reading program, please visit the PALS Website at <http://vkc.mc.vanderbilt.edu/pals> and select “Ordering” at the top of the page. If you have questions, email Lynn Davies at [lynn.a.davies@vanderbilt.edu](mailto:lynn.a.davies@vanderbilt.edu).

Lynn Davies  
Program Manager  
Vanderbilt University  
110 Magnolia Circle, Suite 418  
Nashville, TN 37203



# **DO NOT REPRODUCE WITHOUT THE WRITTEN CONSENT OF THE AUTHORS**

**PALS is defined as a literary work and as such the reproduction, distribution, and display of PALS materials is protected by Federal Law, Title 17 of the United States Code. The reproduction, distribution, and display of any part of the contents of this manual is strictly limited to activities intended for use with students in a single classroom by the instructor for whom this manual was purchased. The legal penalties of violating any of the copyright owner's exclusive rights granted by the Federal Copyright Act include, but are not limited to, a fine of up to \$150,000 and imprisonment. The copyright owners of PALS reserve the right to pursue legal action for any known acts of copyright infringement.**



# Peer Assisted Learning Strategies

*Reading Methods for Grades 2-6*

**2008 Revised Edition**

**Douglas Fuchs, Ph.D., Lynn S. Fuchs, Ph.D.,  
Deborah C. Simmons, Ph.D., and Patricia G. Mathes, Ph.D.**

**An Institute of Education Sciences Scaling-Up Project Teacher Manual**  
*A Collaboration of Vanderbilt University, University of Minnesota, and the University of Texas-Pan American*

## **Contributors to 2008 Revised Edition**

Kristin Taylor  
Devin Kearns, M.A.  
Chris Lemons, M.A.  
Loulee Yen  
*Vanderbilt University*

Kristen McMaster, Ph.D.  
*University of Minnesota*

Laura Saenz, Ph.D.  
*University of Texas-Pan American*



# CONTENTS

<b>Introduction . . . . .</b>	<b>v</b>
<b>Lessons . . . . .</b>	<b>1</b>
Day 1 – Learning About Peer Assisted Learning Strategies . . . . .	3
Day 2 – Introduction to Partner Reading . . . . .	19
Day 3 – Partner Reading Practice . . . . .	31
Day 4 – Introduction to Retell . . . . .	45
Day 5 – Partner Reading & Retell Practice . . . . .	55
Day 6 – Introduction to Paragraph Shrinking . . . . .	59
Day 7 – Paragraph Shrinking Practice . . . . .	71
Day 8 – Paragraph Shrinking Helping . . . . .	83
Day 9 – Partner Reading, Retell & Paragraph Shrinking Practice . . . . .	93
Day 10 – Introduction to Prediction Relay . . . . .	99
Day 11 – Prediction Relay Practice . . . . .	111
Day 12 – Putting It All Together . . . . .	119
<b>Mini-Lessons . . . . .</b>	<b>123</b>
Mini-Lesson #1A – READING FOR INFORMATION: Introduction . . . . .	125
Mini-Lesson #1B – READING FOR INFORMATION: Partner Reading & Retell . . . . .	131
Mini-Lesson #1C – READING FOR INFORMATION: Paragraph Shrinking & Prediction Relay . . . . .	135
Mini-Lesson #2 – RETELL: Retelling Events in Sequence . . . . .	141
Mini-Lesson #3 – RETELL: Including Only Events You Read . . . . .	143
Mini-Lesson #4 – RETELL: Including All the Important Events . . . . .	145
Mini-Lesson #5 – PARAGRAPH SHRINKING: Naming the Most Important Who or What . . . . .	147
Mini-Lesson #6 – PARAGRAPH SHRINKING: Naming the Most Important Thing About the Who or What . . . . .	149
Mini-Lesson #7 – PARAGRAPH SHRINKING: Making Good Main Idea Statements . . . . .	151
Mini-Lesson #8 – PARAGRAPH SHRINKING: Shrinking Main Idea Statements . . . . .	153
Mini-Lesson #9 – PREDICTION RELAY: Making a Good Prediction . . . . .	157
Mini-Lesson #10 – STUDENT BEHAVIORS: Pairs Cooperating Together . . . . .	159
Mini-Lesson #11 – STUDENT BEHAVIORS: Giving and Getting Help . . . . .	161
Mini-Lesson #12 – STUDENT BEHAVIORS: Coaching During Partner Reading . . . . .	163
Mini-Lesson #13 – STUDENT BEHAVIORS: Coaching During Retell . . . . .	165
Mini-Lesson #14 – STUDENT BEHAVIORS: Coaching During Paragraph Shrinking . . . . .	167
Mini-Lesson #15 – STUDENT MOTIVATION: Secret Pairs . . . . .	171
Mini-Lesson #16 – STUDENT MOTIVATION: Super Points . . . . .	173



## The following material is contained in the CD

---

<b>Appendix A - Student Materials.</b>	<b>175</b>
Question Card (T-2.2)	177
Correction Card (T-3.3)	181
Point Sheet	183
PALS Bookmark	185
Student Activity Packet (T-3.2, T-4.1, T-4.2, T-6.1, T-6.2, T-7.1, T-10.1, T-10.2, T-10.3)	189
Reading For Information Activity Sheet (T-ML1.1)	209
PALS Training Completion Certificates	221
<b>Appendix B - Transparencies</b>	<b>223</b>
Peer Assisted Learning Strategies (T-1.1)	225
Pairs and Teams Assignment Chart (T-1.2)	227
PALS Moving Rules (T-1.3)	229
PALS Rules (T-2.1)	231
4 Kinds of Mistakes (T-3.1)	233
Paragraph Shrinking Kinds of Mistakes (T-8.1)	235
The Dinosaur Battle (T-10.2)	237
Retell Practice (T-ML2.1)	239
Paragraph Shrinking Practice (T-ML5.1)	241
Prediction Relay Practice (T-ML9.1)	243
Forgetful Faye (T-ML11.1)	245
Partner Reading Coaching Tips (T-ML12.1)	247
Retell Coaching Tips (T-ML13.1)	249
Fritz and the Beautiful Horses (T-ML14.1)	251
Paragraph Shrinking Coaching Tips (T-ML14.2)	253
Secret Pairs (T-ML15.1)	255
Super Points (T-ML16.1)	257
<b>Appendix C - Teacher Reference</b>	<b>259</b>
Teacher Command Card	261
Watching PALS Pairs Checklist	263
Triad Reading Schedule	267
Score Board	269
Activity Packet Key	271
Reading for Information Activity Sheet Key	278





# INTRODUCTION

---

Welcome to Peer-Assisted Learning Strategies (PALS) for grades 2-6. PALS was first developed nearly 15 years ago at Peabody College of Vanderbilt University to provide teachers with a supplemental, peer-mediated reading program. Its purpose is to get all children involved in intensive practice of key reading skills. In PALS for grades 2-6, these skills include reading with fluency and comprehension.

Across the years, researchers at Vanderbilt, and many researchers elsewhere, have conducted experimental and quasi-experimental studies on the effectiveness of PALS for grades 2-6. In a large majority of these studies, PALS students have outperformed non-PALS (control) students. Furthermore, PALS participation has strengthened the performance of high-achieving, average-achieving, and low-achieving students, students with disabilities, and ELL children in comparison to their respective counterparts in non-PALS classes.

On the basis of these outcomes, the Program Effectiveness Panel in the U.S. Department of Education recognized PALS as an effective educational practice and approved it for inclusion in its National Diffusion Network.

More recently, the What Works Clearinghouse found the “Peer-Assisted Learning Strategies Reading instructional program to have potentially positive effects on reading achievement” for elementary-age ELL children.

This 2008 teacher manual for PALS for grades 2-6 is an extensive revision of the previous manual. We have revised its content, organization, layout, and style—all in an effort to make it as user-friendly as we can. We thank Kristin Taylor, Devin Kearns, Chris Lemons, Loulee Yen, Kristen McMaster, and Laura Saenz for applying their talent and hard work.

For more information on PALS for grades 2-6, as well as information on related PALS programs for kindergarten, first grade, and high school, please visit our website (<http://kc.vanderbilt.edu/pals>). At this website, you can also learn about our PALS-Math programs.





# OVERVIEW

---

PALS is a supplemental reading program for students in Grades 2-6. PALS builds fluency and comprehension skills through a set of activities your students do 35 to 45 minutes per session, 3 times a week. In PALS, students work in pairs to help each other improve their reading skills. Pairs motivate each other by awarding themselves “points” for completing activities. As the teacher, you monitor the pairs and provide assistance to help them improve their reading.

To help you understand PALS, this introduction has several sections. First, we explain more about how and why PALS works so well. Second, we tell you how this manual is organized and explain how to use it. Finally, we give you advice to help you get started.

We recommend that you read this introduction carefully before you start because it will help you visualize all of the PALS components.

## WHAT IS PALS?

In PALS, students work in pairs to read stories and answer questions through a series of activities.

## PAIRS AND TEAMS

You will pair students so that high-achieving students are paired with average-achieving students and average-achieving students are paired with low-achieving students. Pairs read books appropriate for the lower reader’s level.

You will assign pairs to 2 teams that change membership every 4 weeks. Pairs earn points that go toward a team total. At the end of each week, you total teams’ PALS points, and announce which team earned more points. To make teams fair, it will be important to carefully balance the teams so that the reading levels on the 2 teams are the same.

Guidelines for making pairs and teams are located in the Getting Started section on pages x-xi.

Pairs conduct 4 activities that are designed to promote reading fluency and comprehension.

## ACTIVITY 1: PARTNER READING

Partner Reading is the first PALS activity. The higher reader, called the “First Reader,” reads first for 5 minutes. The lower reader, called the “Second Reader,” coaches or monitors the First Reader. As the Coach, the Second Reader marks 1 point on the Point Sheet for every sentence the First Reader reads correctly. If the First Reader makes a mistake, the Second Reader uses a special “correction procedure” to help the reader fix the mistake. This correction procedure is described in Lesson 3 on page 39, and is shown on the Correction Card on page 181.

After 5 minutes, students switch jobs. The Second Reader reads for 5 minutes while the First Reader coaches, marks points and corrects mistakes.

## ACTIVITY 2: RETELL

For 2 minutes, the Second Reader retells all of the events that occurred in the text that the pair read during Partner Reading. The First Reader prompts the Second Reader using the Question Card prompts and corrects the Second Reader if he/she says anything that is incorrect. These procedures are described in Lesson 4 on page 49.

Together, both partners decide how many points, up to 10, they deserve for their effort.

## ACTIVITY 3: PARAGRAPH SHRINKING

For 5 minutes, the First Reader reads approximately 1 paragraph at a time, and the Second Reader then gives prompts to help the reader make a main idea statement about each paragraph. They continue this procedure until time runs out. The prompts are shown on the Question Card on page 177 and are described in Lesson 6 on page 62. If the First Reader makes a mistake, the Second Reader uses the correction procedure on the Correction Card, which appears on page 181 and is described in Lesson 8 on page 86. The Second Reader marks points



---

for correct answers to the prompts.

After 5 minutes, students switch jobs. The Second Reader reads and responds to prompts while the First Reader coaches.

#### **ACTIVITY 4: PREDICTION RELAY**

The Second Reader prompts the First Reader to make a prediction, read half a page, and check to see if the prediction came true. This process is repeated for 5 minutes. The prompts are described in Lesson 10 on page 101 and shown on the Question Card on page 177. The Second Reader marks points for correct answers to the prompts.

After 5 minutes, students switch jobs. The Second Reader reads and responds to prompts while the First Reader now coaches and marks points.

#### **POINT TALLYING**

On the last day of PALS each week, you tally the points for each team and name the weekly winner. The “second place” team stands and receives applause. The winning team stands, receives applause, and takes a bow.

#### **SUMMARY**

PALS consists of 4 activities: Partner Reading, Retell, Paragraph Shrinking, and Prediction Relay. Students conduct these activities in pairs, use special procedures, and reward themselves with points.

## **WHY DOES PALS WORK?**

Students have more opportunities to practice reading.

- Routines are simple, efficient, and remain the same throughout the program.
- Students stay on task.

Students get differentiated instruction.

- Peers give immediate corrective feedback.
- Teachers can target students that need more support.

PALS motivates students to become better readers.

- Consistent positive reinforcement.

PALS enhances peers’ social relationships.

- Provides a structure for positive and productive peer interactions.
- Creates an opportunity for lower-achieving students to assume an integral role in a valued activity.



# MANUAL ORGANIZATION

## HOW TO USE THIS MANUAL

This manual provides you with all the information you need to implement PALS correctly in your reading class. The following provides a brief description of the sections in this manual as well as guidance on how to efficiently use the materials provided.


## LESSON FEATURES

You will only need 12 days to train your students in all aspects of PALS. In this manual, there is 1 lesson for each day. Each lesson includes several important components to assist you with implementing PALS.

## LESSON COVER SHEET

Each lesson has a cover sheet with information that is specific to that day. It includes:

- 1 What students will learn and practice
- 2 Items to consider for preparation of the lesson
- 3 Guiding Graphics used in the lesson



**Day 1**

**Learning About  
Peer-Assisted Learning Strategies**

Students Will Learn	Students Will Practice
• The Purpose of PALS	• Working in pairs
• PALS Jobs: Coach and Reader	• Moving to partners
• Partners assignments	• Getting their materials
• Teams & Team Points	• Encouraging teammates
• Moving Rules	
• PALS materials	

1


2

**PREPARATION**


- ☐ Read over the lesson and familiarize yourself with the script. To avoid going over the allotted time when giving the lesson, try to use either the script or the Guiding Points but not both. Reiterating ideas with numerous examples will make the lesson longer than 35-40 minutes.
- ☐ Put transparencies in the correct order.
- ☐ Designate First (stronger) Readers and Second (weaker) Readers.
- ☐ Write the names of student pairs on the Pairs and Teams Assignment Chart transparency (1.2). Place a star (\*) beside each Mover's name if your students are moving to their partners during PALS. See page 10 for more information about Moving.
- ☐ Using the Pairs and Teams Assignment Chart transparency (1.2), assign each pair a number. This number will correspond to their PALS folder.
- ☐ Determine where each pair will sit and how partners will move to each other (if necessary).
- ☐ Identify a designated place in the room for student PALS materials.
- ☐ Decide what books students will use and where the books will be kept (e.g. with their folder, in their desks, etc.). Remember to choose books that are on the level of the Second Reader, the weaker reader in the pair.

3


**GUIDING GRAPHICS**



Use Transparency Supplement



Use Video Supplement




Teacher Directed Activity


Day 1: Learning About Peer-Assisted Learning Strategies • 3

## GUIDING GRAPHICS


As you read through the lesson, these symbols will prepare you for the activities ahead.




Use Transparency Supplement



Teacher Directed Activity



Use Activity Packet Supplement




Independent Partner Practice

## LESSON SCRIPTS

4 Each lesson contains a script to assist you with teaching the components of PALS. As the sample portion below shows, text in **BOLD** print denotes what you should say to students. Text in *ITALIC* print denotes how students should ideally respond to questions and prompts. Text in **REGULAR** print denotes instructions or guidance to the teacher.

## GUIDING POINTS

5 Each lesson includes a Guiding Points section. This is a simplified version of the scripted lesson. Use this section as a quick reference while you are teaching. It identifies key points in the lesson.



**INTRODUCTION TO PALS**

4

5

**Guiding Points**

Use T-1.1 Peer Assisted Learning Strategies

Introduce PALS as a new part of your reading program.

**PALS stands for Peer-Assisted Learning Strategies. PALS makes us better readers by building comprehension.**

Make sure students understand what comprehension means.

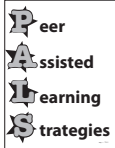
**Comprehension means to understand what you read.**

Point to the word **PEER**.

- **Peer:** Someone who is about the same age as you

Point to the word **ASSISTED**.

- **Assisted:** Helping your partner, like a teacher



**Peer Assisted Learning Strategies**

Today I'm going to introduce you to a new part of our reading program. It's called PALS. PALS stands for Peer-Assisted Learning Strategies. In PALS, you will be working with a partner to become better readers and improve comprehension. What does comprehension mean?

*STUDENTS: To understand what you read.*

**Great! You will all become better readers by understanding what you read. Now let's find out what PALS means.**

Point to the word **PEER**.

**The word PEER means someone who is about the same age as you.**

Point to the word **ASSISTED**.

**ASSISTED or assisting means helping your partner with reading.**



## MINI-LESSONS

### MINI-LESSON #1A

READING FOR INFORMATION: Introduction

**Teacher Materials**

1. Transparencies: ML1.1 Reading for Information
2. Overhead projector
3. Transparency pen
4. Timer

**Student Materials**

1. Folder (one per pair) with:
  - Question Card
  - Correction Card
  - Point Sheet
  - PALS Bookmark
2. Reading books (one per pair)
3. Pencils
4. Post-It Arrows
5. ML1 Activity Sheet

**Guiding Points**

**Opening**

Tell students that they will be learning how to do PALS with nonfiction texts, or informational texts. Distribute Mini-Lesson 1A Activity Sheets. Tell students to focus on the following questions:

I. Is the passage mainly about a who or a what?

II. Is the passage telling you a story or is it trying to teach you something new?

III. Does the passage have dialogue?

IV. Does the passage have headings before some of the paragraphs?

**OPENING**

NOTE: This is the first of a series of three mini-lessons on Reading for Information. These mini-lessons can be combined into one 40-minute PALS session, or they can be used over the course of one week, with one mini-lesson taught at the beginning of each abbreviated PALS session.

**It's time for PALS!**

Monitor as students move to their partners and prepare their PALS materials. Award PALS points to pairs who set-up correctly.

Today we're going to start learning how to read for information during PALS. Usually we read fiction, but now we're going to learn how to do PALS with non-fiction, or informational, texts.

Before we learn how to do PALS with informational texts, we need to be able to tell the difference between fiction and informational texts.

NOTE: In some states and some grades, fiction is referred to as "narrative," and non-fiction is called "expository." If your state or grade uses this (or other) language, feel free to substitute it.

To begin, I'll read two passages to you. One of the passages is fiction, a story like we've been reading in PALS so far. The other passage is informational text.

The second section of the manual contains a series of 17 mini-lessons. **These lessons do not replace the mandatory training lessons and should not be taught until after you've completed all 12 training days.** These optional mini-lessons are designed to last between 5 and 10 minutes. Some of the lessons are designed to provide a quick review of PALS activities after the initial training. Others focus on Coaching, Student Motivation, and Reading for Information.

On days you conduct mini-lessons, we recommend that you decrease the time students spend on some PALS activities to compensate for the time taken by the mini-lesson. This will ensure that you finish PALS in 35-40 minutes. For example, if you wanted to do Mini-Lesson #6 on Paragraph Shrinking, you could modify the times as shown in the following table:

Activity	Time
Partner Reading (1 <sup>st</sup> Reader)	3 min
Partner Reading (2 <sup>nd</sup> Reader)	3 min
Retell	1 min
<b>Paragraph Shrinking Mini-Lesson</b>	<b>5 min</b>
Paragraph Shrinking (1 <sup>st</sup> Reader)	5 min
Paragraph Shrinking (2 <sup>nd</sup> Reader)	5 min
Prediction Relay (1 <sup>st</sup> Reader)	5 min
Prediction Relay (2 <sup>nd</sup> Reader)	5 min
<b>Total Time = 32 minutes</b>	

Notice that the Paragraph Shrinking mini-lesson is taught immediately before Paragraph Shrinking and that Paragraph Shrinking is conducted for the normal length of time.

Only reduce times for activities on days that you are teaching the mini-lessons. Do not reduce times on days when you are conducting regular PALS.

Some suggestions for using mini-lessons:

- Use only those your students need.
- Begin with the lesson students need most.
- Incorporate the lesson into regular PALS time, right before the related activity.
- Shorten other PALS activities to fit in the mini-lesson.
- Review each mini-lesson for 30 seconds to 1 minute at least once after you teach it.
- Tell students you will award points if groups are showing improvement.
- Review or reteach mini-lessons if students need extra support.
- If students are doing well, you don't need to do any mini-lessons.



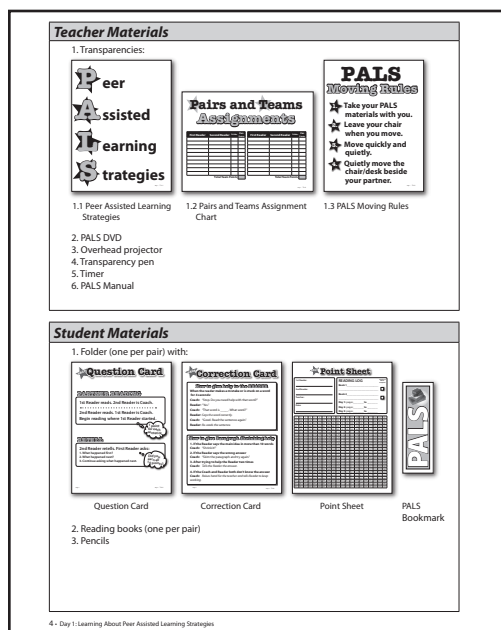
# GETTING STARTED

## SCHEDULING

- Schedule a time for PALS to occur 3 times per week, 35-40 minutes per session.
- Conduct PALS on the same days at the same time each week.
- Try to schedule PALS during your normal reading time.
- Schedule PALS when all students are present. Avoid periods when students are absent from class for other activities (e.g., speech therapy).
- If you cannot schedule PALS during reading, that's okay. Schedule it whenever possible. However, do not sacrifice recess, snacks, or other fun activities for PALS. Your students may become resentful.

## PREPARING MATERIALS

To be an effective manager of the PALS session, you should have all the necessary materials assembled and ready before each lesson. The second page of each lesson (shown below) details what materials you will need to conduct the lesson. Black line masters of transparencies, student materials and bulletin board materials can be found in the appendices.



## PALS BULLETIN BOARD

Sometimes students forget part of what they learned during training. To help students, we recommend that you display important materials on a PALS bulletin board. These materials, which are provided in the appendices, include:

- Pairs and Teams Assignment Chart (p. 227)
- Score Board (p. 269)
- PALS Rules (p. 231)
- PALS Moving Rules (p. 229)
- Question Card (p. 177 & 179)
- Correction Card (p. 181)
- Partner Reading Coaching Tips (p. 247)
- Retell Coaching Tips (p. 249)
- Paragraph Shrinking Coaching Tips (p. 253)

## SEATING

Successful PALS teachers develop plans or strategies for seating partners together. Below are two strategies. We recommend the first.

- Strategy 1: Assign pairs to adjacent seats for the 3-4 weeks they are paired. This eliminates the need for movement before each PALS session.
- Strategy 2: Designate 1 member of the pair as the “mover” and one as the “stayer” for the time students are paired. Be sure to distribute movers across the room. An optional script has been provided for this option in Lesson 1 on page 10.

## PAIRING STUDENTS

To select pairs in an efficient and logical fashion, follow these steps:

- Rank order your students in terms of reading skill and split the ranking in half (i.e., higher-performing half and lower-performing half).
- Pair the top-ranked student in the higher-performing half with the top-ranked student in the lower-performing half. Do the same with the second-ranked



student in the higher-performing half and the second-ranked student in the lower-performing half. Continue this process until all your students have partners.

- To determine who will be paired together,

High Performing Readers (HP)	Low Performing Readers (LP)	Pairs
Top HP	Top LP	A
2 <sup>nd</sup> HP	2 <sup>nd</sup> LP	B
3 <sup>rd</sup> HP	3 <sup>rd</sup> LP	C
4 <sup>th</sup> HP	4 <sup>th</sup> LP	D
5 <sup>th</sup> HP	5 <sup>th</sup> LP	E
6 <sup>th</sup> HP	6 <sup>th</sup> LP	F
7 <sup>th</sup> HP	7 <sup>th</sup> LP	G
8 <sup>th</sup> HP	8 <sup>th</sup> LP	H

use:

- Results from reading assessments.
- Intuition and opinion of reading and cooperating ability.
- Use the above pairing system flexibly. You could, for example, pair the 2<sup>nd</sup> HP and the 4<sup>th</sup> LP if they get along better than the 2<sup>nd</sup> HP and the 2<sup>nd</sup> LP. But, note the following:
  - The First Reader is always higher in ability than the Second Reader.
  - The discrepancy between the two students in a pair should not be too great.
- Generally, students will remain with the same partner for 3-4 weeks. However, if you find that some of your pairs have difficulty cooperating, it is appropriate to re-pair them as necessary.

## ASSIGNING STUDENTS TO TEAMS

After students are paired, the pairs are appointed to 1 of 2 class teams. Working in teams motivates students to work hard for themselves and for their team. Each pair's daily

score contributes to the overall team score.

- Try to match the teams evenly by placing pairs of near-equal reading performance on the 2 teams. See the chart below for an example of 2 balanced teams.

## Example Team 1 Example Team 2

High Performing Readers (HP)	Low Performing Readers (LP)	Pairs
Top HP	Top LP	A
4 <sup>th</sup> HP	4 <sup>th</sup> LP	D
5 <sup>th</sup> HP	5 <sup>th</sup> LP	E
8 <sup>th</sup> HP	8 <sup>th</sup> LP	H

- Record your Pairs and Teams on the Pairs and Teams Assignment Chart (see page

High Performing Readers (HP)	Low Performing Readers (LP)	Pairs
2 <sup>nd</sup> HP	2 <sup>nd</sup> LP	B
3 <sup>rd</sup> HP	3 <sup>rd</sup> LP	C
6 <sup>th</sup> HP	6 <sup>th</sup> LP	F
7 <sup>th</sup> HP	7 <sup>th</sup> LP	G

229). Make copies of the chart so you can use one for each 3-4 weeks that the pairs work together.

- If you have an odd number of pairs in your class, average the pairs' point totals together for each team at the end of the week, rather than totaling them. This should balance out the extra pair.

## TRIAD READING SCHEDULE

When classrooms have an odd number of children, form a triad. It is best to avoid triads because they don't work as well as pairs and students' reading time is reduced. Here are some suggestions to make triads work better:

- Use the triad worksheet (shown below) to help students understand and keep up



with their roles during each day they do PALS in a week. A black line master of this schedule appears on page 269.

- Assign average-achieving, well-behaved, adaptable students to be members of the

## Triad Reading Schedule

1st Reader: \_\_\_\_\_

2nd Reader: \_\_\_\_\_

3rd Reader: \_\_\_\_\_

The student who is not reading or coaching will always mark points.

Day 1: \_\_\_\_\_

	Reads First	Reads Second	Coach
Partner Reading and Retell	1st Reader:	2nd Reader:	3rd Reader:
Paragraph Shrinking	3rd Reader:	1st Reader:	2nd Reader:
Prediction Relay	2nd Reader:	3rd Reader:	1st Reader:

Day 2: \_\_\_\_\_

	Reads First	Reads Second	Coach
Partner Reading and Retell	2nd Reader:	3rd Reader:	1st Reader:
Paragraph Shrinking	1st Reader:	2nd Reader:	3rd Reader:
Prediction Relay	3rd Reader:	1st Reader:	2nd Reader:

Day 3: \_\_\_\_\_

	Reads First	Reads Second	Coach
Partner Reading and Retell	3rd Reader:	1st Reader:	2nd Reader:
Paragraph Shrinking	2nd Reader:	3rd Reader:	1st Reader:
Prediction Relay	1st Reader:	2nd Reader:	3rd Reader:

triad.

- If a permanent triad is necessary because you have an uneven number of students, designate one student in the triad to be the “floater.” This student will fill in for other students when they are absent.
- You should never have more than one triad in your class at any given time.
- Never place learning disabled students or low-performing readers without disabilities in a triad for more than one day. These students need as much reading practice as possible and triads will reduce this practice.

## HANDLING ABSENTEES

There will be some days when you have children absent from your classroom. Here are three options for handling these situations:

- If two students are absent, their partners may be paired for the day. If the two are in different books, they should use the weaker reader’s book. Allow them to record points on each of their own pairs’

point sheets.

- Form a triad.
- Allow a high-performing student to read independently.

## SELECTING READING MATERIAL

Giving students appropriate reading material is crucial to the success of PALS. Please read over the following guidelines.

- Both members of a pair will read from the weaker reader’s book.
- It is very important that the low-performing readers be placed in texts they can read successfully. If such students are placed in a text that frustrates them, they will not like PALS and will not improve their reading skills.
- Students should make no more than 10 errors per 100 words of text. If the error rate is any greater than this, the reading material is too difficult. Change it as soon as possible.
- An advantage of PALS is that it is unnecessary for all students in the class to read from the same book. Many teachers appreciate the opportunity to individualize reading materials for their students.
- Use chapter books whenever possible. This makes PALS flow more smoothly.
- At the beginning of PALS, use only fiction. This is easier, especially when students are new to the program.

## MONITORING STUDENTS

Each PALS session provides you with an excellent opportunity to monitor students and provide feedback to them about their reading, how well they’re implementing PALS, and generally how cooperative they are. Frequent and careful monitoring is important to the success of PALS. To help you monitor your students, we have included the Watching PALS Pairs Checklist on page 265.



## 12-DAY TRAINING SEQUENCE

Week 1	<b>Day 1</b> Learning About PALS		<b>Day 2</b> Introduction to Partner Reading		<b>Day 3</b> Partner Reading Practice	
	<ul style="list-style-type: none"> <li>• Introduction to PALS</li> <li>• PALS Jobs: Coach &amp; Reader</li> <li>• Working in Pairs</li> <li>• Teams &amp; Team Points</li> <li>• Moving (Optional)</li> </ul>		<ul style="list-style-type: none"> <li>• PALS Rules</li> <li>• How to Set Up PALS Materials</li> <li>• Partner Reading Procedures</li> <li>• Partner Practice: Partner Reading (without Correction Procedures)</li> </ul>		<ul style="list-style-type: none"> <li>• Correction Procedures</li> <li>• Earning &amp; Recording Points</li> <li>• Partner Practice: Partner Reading (with Correction Procedures)</li> <li>• Report Points (Week 1 Winning Team)</li> </ul>	
Week 2	<b>Day 4</b> Introduction to Retell		<b>Day 5</b> Partner Reading & Retell Practice		<b>Day 6</b> Introduction to Paragraph Shrinking	
	<ul style="list-style-type: none"> <li>• Partner Practice: Partner Reading (with Correction Procedures)</li> <li>• Retell Procedures</li> <li>• Earning Points</li> <li>• Whole Class Practice: Retell</li> </ul>		<ul style="list-style-type: none"> <li>• Review: Retell</li> <li>• Partner Practice: Partner Reading &amp; Retell</li> </ul>		<ul style="list-style-type: none"> <li>• Review: Partner Reading &amp; Retell</li> <li>• Paragraph Shrinking Procedures</li> <li>• Report Points (Week 2 Winning Team)</li> </ul>	
Week 3	<b>Day 7</b> Paragraph Shrinking Practice		<b>Day 8</b> Paragraph Shrinking Helping		<b>Day 9</b> Partner Reading, Retell & Paragraph Shrinking Practice	
	<ul style="list-style-type: none"> <li>• Review: Paragraph Shrinking</li> <li>• Identifying Paragraphs (Optional)</li> <li>• Short Paragraphs</li> <li>• Earning Points</li> <li>• Whole Class Practice: Paragraph Shrinking</li> </ul>		<ul style="list-style-type: none"> <li>• Review: Paragraph Shrinking</li> <li>• Paragraph Shrinking Helping</li> <li>• Partner Practice: Paragraph Shrinking</li> </ul>		<ul style="list-style-type: none"> <li>• Partner Practice: Partner Reading, Retell, and Paragraph Shrinking</li> <li>• Report Points (Week 3 Winning Team)</li> </ul>	
Week 4	<b>Day 10</b> Introduction to Prediction Relay		<b>Day 11</b> Prediction Relay Practice		<b>Day 12</b> Putting It All Together	
	<ul style="list-style-type: none"> <li>• Prediction Relay Procedures</li> <li>• Reasonable Predictions</li> <li>• Whole Class Practice: Prediction Relay</li> </ul>		<ul style="list-style-type: none"> <li>• Review: Prediction Relay</li> <li>• Earning Points</li> <li>• Partner Practice: Prediction Relay</li> </ul>		<ul style="list-style-type: none"> <li>• Practice Partner Reading, Retell, Paragraph Shrinking, and Prediction Relay</li> <li>• PALS Training Completion Certificates</li> <li>• Report Points (Week 4 Winning Team)</li> </ul>	





# Lessons





# Learning About Peer-Assisted Learning Strategies

## Students Will Learn

- The purpose of PALS
- PALS jobs: Coach and Reader
- Partner assignments
- Teams & Team Points
- Moving Rules
- PALS materials

## Students Will Practice

- Working in pairs
- Moving to partners
- Getting their materials
- Encouraging teammates

## PREPARATION

- ☐ Read over the lesson and familiarize yourself with the script. To avoid going over the allotted time when giving the lesson, try to use either the script or the Guiding Points during the lesson, but not both. Reiterating ideas with numerous examples will make the lesson longer than 35-40 minutes.
- ☐ Put transparencies in the correct order.
- ☐ Designate First (stronger) Readers and Second (weaker) Readers. See the Pairing Students section on page x-xi in the Introduction for more information.
- ☐ Write the names of student pairs on the Pairs and Teams Assignment Chart transparency (1.2). Place a star (\*) beside each Mover's name if your students are moving to their partners during PALS. See page 10 for more information about Moving.
- ☐ Using the Pairs and Teams Assignment Chart transparency (1.2), assign each pair a number. This number will correspond to their PALS folder.
- ☐ Determine where each pair will sit and how partners will move to each other (if necessary).
- ☐ Identify a designated place in the room for student PALS materials.
- ☐ Decide what books students will use and where the books will be kept (e.g., with their folder, in their desks, etc.). Remember to choose books that are on the level of the Second (weaker) Reader.
- ☐ Have extra pencils available for students to use.

## GUIDING GRAPHICS



Use  
Transparency  
Supplement

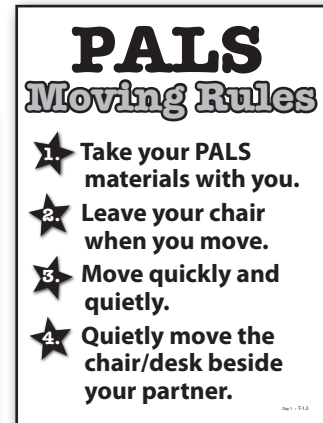
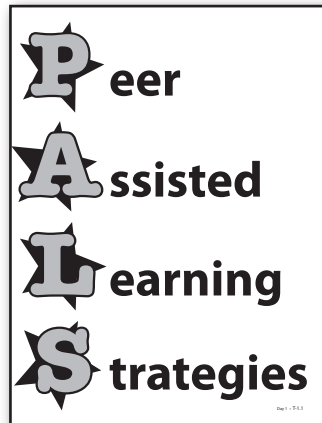


Teacher  
Directed  
Activity



## Teacher Materials

## 1. Transparencies:



### 1.1 Peer Assisted Learning Strategies

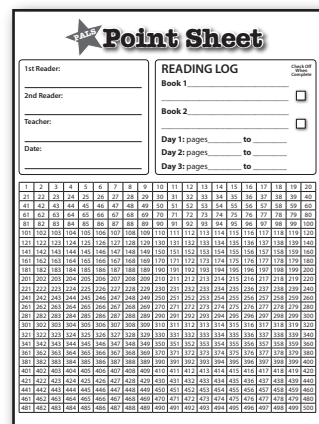
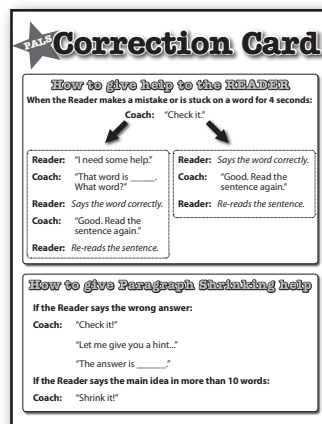
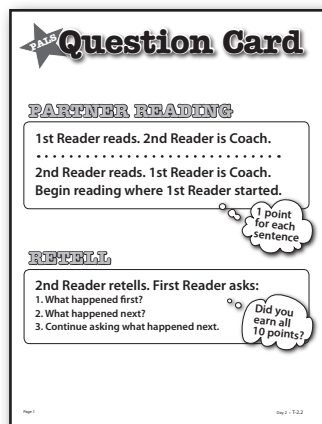
## 1.2 Pairs and Teams Assignment Chart

### 1.3 PALS Moving Rules

2. Overhead projector
3. Transparency pen
4. Timer
5. PALS Manual

## Student Materials

1. Folder (one per pair) with:



## Question Card

### Correction Card

## Point Sheet

## PALS Bookmark

2. Reading books (one per pair)  
3. Pencils



# INTRODUCTION TO PALS

## Guiding Points

Use T-1.1 (Peer Assisted Learning Strategies).

Introduce PALS as a new part of your reading program.

**PALS stands for Peer-Assisted Learning Strategies. PALS makes us better readers by building comprehension.**

Make sure students understand what comprehension means.

**Comprehension means to understand what you read.**

Point to the word PEER.

- **Peer: Someone who is about the same age as you**

Point to the word ASSISTED.

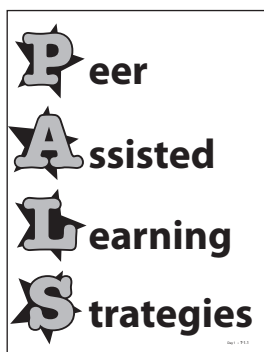
- **Assisted: Helping your partner, like a teacher helps a student**


Point to the word STRATEGIES.

- **Strategies: Plans to get something done**
- **PALS = Peer-Assisted Learning Strategies: Ways to become a better reader with the help of others**

If necessary, use examples to make sure students understand each word.

**You will learn many strategies to help you and your partner become better readers.**




 Use the Peer Assisted Learning Strategies transparency (1.1)


Today I'm going to introduce you to a new part of our reading program. It's called PALS. PALS stands for Peer-Assisted Learning Strategies. In PALS, you will be working with a partner to become better readers and improve comprehension. What does comprehension mean?

*STUDENTS: To understand what you read.*


Great! You will all become better readers by understanding what you read. Now let's find out what PALS means.

 Point to the word PEER.

The word PEER means someone who is about the same age as you.

 Point to the word ASSISTED.

ASSISTED or assisting means helping your partner with reading, just like teachers help their students. In Peer-Assisted Learning Strategies, you will work with a peer. This person will be your partner. You will help each other become better readers.

 Point to the word STRATEGIES.

When we think of different ways to learn, we are using STRATEGIES. Raise your hand if you have ever seen or heard this word before.

Check for show of hands.

**Most of us have used strategies. When you want to do something and you decide how to do it, you're using a strategy.**

**Note:** If your students require further explanation of "strategies," give an example. Some possible examples are:

- Sounding out words
- Planning to make money for a new toy



## Guiding Points

**What is a strategy?**

So, a strategy is a plan to get something done. In PALS, you'll be learning many strategies to help you and your partner become better readers. What is a strategy?

*STUDENTS: A plan to get something done.*

**When you want to do something and you decide how to do it, what are you using?**

When you want to do something and you decide how to do it, what are you using?

*STUDENTS: A strategy.*

**What will partners help each other do?**

What will partners help each other do?

*STUDENTS: Partners will help each other become better readers.*

Okay, it sounds like you've got it.





# PALS JOBS: COACHES AND READERS

## Guiding Points

Tell students that today they will be assigned a partner. Explain that there are two PALS jobs and that everyone will do both of them.

**A Coach helps his/her partner like a tutor or a teacher.**

**What will you do when you're the coach?**

**A Reader reads stories out loud and answers questions. The Coach helps the Reader do this.**

**What will you do when you're the reader?**

**Who helps you when you're the Reader?**

**Partners switch jobs, and everyone will be a coach and a reader each day.**

Ask students to raise their hands if they are excited about reading or coaching. Encourage students to get excited about doing both of these jobs.

Today I will assign everyone a partner. You'll work with the same partner for about 4 weeks. I expect you to work well with your partner during PALS.

In PALS, there are two important jobs, and you'll learn to do them both. One job is to be a Coach. A Coach is like a tutor or teacher. When you're the Coach, you are helping your partner. Who can tell me what you are doing when you're the Coach?

*STUDENTS: Helping my partner.*

The other job is to be a Reader. When you're the Reader, you read stories out loud and answer questions. Your Coach will help you do this. Who can tell me what you're doing when you're the Reader?

*STUDENTS: Reading stories out loud and answering questions.*

Who helps you when you're the Reader?

*STUDENTS: The Coach.*

You and your partner will do both jobs everyday. Sometimes you'll be the Coach. Sometimes you'll be the Reader. You'll do one job while your partner does the other. Then, you and your partner will switch jobs.



**Let's get excited about PALS!! Raise your hand if you can't wait to start reading! Raise your hand if you can't wait to start coaching! I'm glad to see everyone's hands raised because I know you will all be excellent Coaches and Readers!**



Tell students that they will learn who their partners are. Explain that students will either be a First Reader or a Second Reader.

**Use T-1.2 (Pairs and Teams Assignment Chart).**

**First Readers' names are in the first column.**

**Second Readers' names are in the second column.**


## Who is a First Reader?

## Who is a Second Reader?


**You will work with the same partner and the same team for 4 weeks. At the end of each week, we will see which team earned the most points.**

**Note:** Students will remain First and Second Readers throughout the 4 week period they are in training. When you reassign pairs, Second Readers can become First Readers if their reading skills have improved.

Now I will tell you who your partner is and which team you're on, the \_\_\_\_\_ Team or the \_\_\_\_\_ Team.

 Use the Pairs and Teams Assignment Chart transparency (1.2). Tell students who their partners are and which teams they're on.

**Look at this chart. If you are a First Reader, your name will be in the reader.**

 Point to First Reader column and read names of First Readers.

**If you are a Second Reader, your name will be in the column labeled Second Reader.**

 Point to Second Reader column **T** and read names of Second Readers.

**Raise your hand if you're a First Reader.**

Check to make sure all First Readers have their hands raised.

**Raise your hand if you're a Second Reader.**

Check to make sure all Second Readers have their hands raised.

**You will work with the same partner for 4 weeks. You will also be on the same team for 4 weeks. You and your partner will earn points that will be added to your team's total. At the end of each week, we will see which team earns the most points. We will talk about how you keep track of points in a few minutes.**



## Guiding Points

**How long do you have the same partner?**

**How long will you be on the same team?**

Have each team stand up and acknowledge other team members. Clap for each team.

**How long will you have the same partner?**

*STUDENTS: Four weeks.*

**How long will you be on the same team?**

*STUDENTS: Four weeks.*



**Now let's see some PALS energy and some team spirit! Stand up if you are on the \_\_\_\_\_ Team. Look around at your teammates and give another round of applause. You will be working together to get as many PALS points as possible.**

Do the same thing with the other team.

**Note:** If pairs are already seated next to one another, point out that they are already sitting with their partner and move on to the "PALS MATERIALS" section of the lesson. If students must move to sit with their partners, use the "MOVING" portion of the lesson next.





**The first thing partners do to get ready for PALS is move next to each other.**

Explain to students that they must be sitting next to their partner to do PALS. In order for this to happen, some people will have to move.

**Continue to use T-1.2 (Pairs and Teams Assignment Chart).**

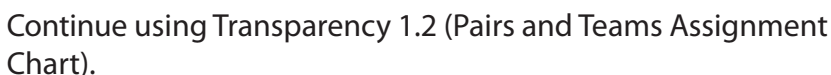
Tell students whether they are movers or stayers.

**One partner will move and one partner will stay. If you are a Mover, you have a star next to your name.**

Ask Movers to raise their hands.  
Check to make sure all Movers  
have their hands raised.

Ask Stayers to raise their hands.  
Check to make sure all Stayers  
have their hands raised.

**Now we're ready to learn how to get ready for PALS. The first thing partners do to get ready for PALS is move next to each other. Partners must sit together in order to do the PALS activities.**



In each pair/some pairs, one of you will move to your partner. You will be the “Movers.” If your name has a star beside it on this chart, you are a Mover. Raise your hand if you are a Mover.

If you are not a Mover, you will stay in your seat. You will be a "Stayer." If your name does not have a star beside it on this chart, you are a Stayer. Raise your hand if you are a Stayer. When it's time to move, I will say, "Movers, move," and Movers will move to their partners. If you are a Stayer, please stay in your seat and wait for your partner to move to you.

Tell the movers where and how they will move. Make sure Movers are spread out across the classroom. Sometimes both members of a pair will need to move to a different location.

	<b>My Notes</b>



# MOVING RULES (OPTIONAL)

## Guiding Points

Use T-1.3 (PALS Moving Rules).

Explain that students must follow the PALS Moving Rules.

### 1. Take your PALS materials with you.

Explain that you will talk about PALS materials in a few minutes.

**What do you take with you?**

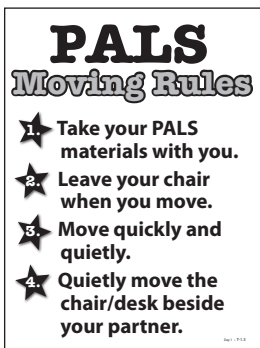
### 2. Leave your chair when you move.

### 3. Move quickly and quietly.

Explain that Movers will promptly take what they need and move to Stayers. This process should take no longer than 2 minutes.

### 4. Quietly move to the chair beside your partner.

Demonstrate how students will do this by moving two chairs side by side.



Use Transparency 1.3 (PALS Moving Rules).

Now before we practice moving to our partners, there are some very important rules that you need to know.



Point to Rule #1.

Rule #1 is, "Take your PALS materials with you." We will learn about the PALS materials in a few minutes. For now, just remember that when you move, you must take everything with you that you need for PALS. What do you take with you?

*STUDENTS: Our PALS materials.*



Point to Rule #2.

Rule #2 is, "Leave your chair when you move." What will you leave?

*STUDENTS: Our desks/chairs.*



Point to Rule #3.

Here's the third rule, "Move quickly and quietly." What's the third rule?

*Students: Move quickly and quietly.*

Moving quickly and quietly means that when I tell you it's time to move, Movers, you will take out your PALS materials and quickly walk straight to your partners without saying a word. Stayers, you will stay in your seats and wait quietly. Moving should take no longer than 2 minutes.



Point to Rule #4.

There is one last rule about moving. Rule # 4 says, "Quietly move to the chair beside your partner." This means that you will sit next to your partner so that both of you are sitting side-by-side. You need to move the chairs side-by-side so that both of you can see the materials.



Demonstrate how to do this by moving two chairs side-by-side.



## Guiding Points

**How will you sit?**

**When PALS is over, you will quietly move the chair back to its original position.**

Demonstrate moving a chair quietly.

**What are the 4 Moving Rules?**

**How will you sit?**

*STUDENTS: Side-by-side.*

**Very good! It is also important to remember that when PALS is over, you will quietly move the chair back to its original position.**



Demonstrate moving a chair quietly back to its original position.

**Now, let's see if you can remember the Moving Rules. Who can tell me one of them?**

*STUDENTS: 1. Take my PALS materials with me.*

*2. Leave my chair when I move.*

*3. Move quickly and quietly.*

*4. Quietly move the chair beside my partner.*



# PRACTICE MOVING (OPTIONAL)

## Guiding Points

### Let's practice moving.

Demonstrate how students will follow the moving rules as they move to their partners: (1) moving quickly and quietly, and (2) moving the nearest chair side-by-side.

### Remember the rules.

**Do not sit down when you get to your partner. This time we are looking to make sure everyone has a chair.**

Set your timer for 2 minutes.

Have Movers stand. Monitor to make sure only Movers are standing. Ask students to practice moving without their materials since they do not have them yet.

### It's time for PALS. Movers move.

Monitor and praise individuals who do well. Practice again if necessary.

Now, let's practice moving. First, watch me as I show what following the Moving Rules looks like.



Demonstrate:

1. Moving quickly and quietly.
2. Moving the nearest chair side-by-side.

**Remember the rules. Move quickly and quietly. I want to see how quietly you can do it the first time. When you get to your partner, do not sit down this time. We need to see if there are chairs for everyone.**

Set your timer for 2 minutes.

**Listen carefully to my directions. It's time for PALS. We still don't have our PALS materials, so we will just practice moving. Movers stand. Only Movers should be standing.**

Make sure only assigned Movers are standing.

**Movers, remember to move quickly and quietly! You have plenty of time, so don't race. OK. Movers move.**

Start the timer. Monitor and praise individual students who do well. Tell students how long the transition took them.

If students make too much noise or take too much time, ask them to return to their original seats and practice moving again. Review the rules if necessary.



# PALS MATERIALS

## Guiding Points

Tell students that there are three things they will need for PALS:

- PALS Folder
- One book shared by the pair
- Pencils

Explain who will be in charge of what.

### **Second Reader is in charge of getting the folder.**

Tell students where folders will be kept. Explain that today you will pass them out, but starting tomorrow they will get their folders on their own.

Give folders to Second Readers.

### **First Readers will be in charge of getting the book.**

Now that you know who your partners are and where you'll be sitting, let's look at our PALS materials. Every pair will need three things for PALS:

- PALS Folder
- One book shared by the pair
- Pencils

Every day you'll need these materials when you're doing PALS. If you're the First Reader, you'll bring the reading book. If you're the Second Reader, you'll bring the PALS folder. Everyone will need to bring a pencil. PALS Folders will be kept (*insert location*) \_\_\_\_\_. For today, I'll pass out the PALS folders. Tomorrow when it's time for PALS, you will need to get your own PALS Folders. Second Readers, raise your hand and keep it raised until I give you a PALS folder. Do not open the folder until I ask you to.

Distribute folders to Second Readers.

Everyone take a look at the front of your PALS folder. In the top right-hand corner, there is a sticker with a number on it. Point to this sticker.

Pause for students to point.

This is your folder number and it corresponds to the number by your name and your partner's name on the Pairs and Teams Assignment Chart we looked at before. Second Readers, you will be responsible for remembering this number and getting the right folder at the beginning of PALS.

Ask a few students to tell you their folder number to check for understanding.

During all PALS activities, partners will share a book. I am going to give each First Reader a book now. Remember First Readers, you will always be responsible for getting the book at the beginning of PALS. Your PALS reading book will be kept (*insert location*) \_\_\_\_\_.



## Guiding Points

Give books to First Readers.

**Everyone brings a pencil.**

Make sure everyone has a pencil.

**What are the materials you will need each day?**

**Who will bring the folders?**

**Who will bring the reading book?**

**Who will bring pencils?**

Explain that everyday you will start the lesson by saying: "It's time for PALS!" When they hear this, they must get their materials.

**Note:** If you prefer students to keep books in their PALS folders, discuss this with them now. Make sure you select appropriate books based on the ability of the Second Reader in each pair. If you're giving different books to different pairs, explain to students that pairs will not always all be reading the same book.

Distribute books to First Readers.

**During PALS, everyone will have their own pencil. This means that every pair will have two pencils. Raise your hand if you don't have a pencil, and I will give you one now.**

Pass out pencils if necessary.

**What are the materials that you will need each day?**

*STUDENTS: Our PALS Folders, the Second Reader's book, and pencils.*

**Who will bring the folders?**

*STUDENTS: The Second Readers.*

**Who will bring the reading book?**

*STUDENTS: The First Readers.*

**Who will bring pencils?**

*STUDENTS: Everyone.*

**Every day that we do PALS, I will start our lesson by saying, "It's time for PALS!" When you hear this, you will need to get your PALS materials.**

Discuss where PALS materials will be kept in the classroom.

### My Notes



# PALS FOLDERS

## Guiding Points

Instruct students to open their folders. They will find 4 important things:

1. Question Card
2. Correction Card
3. Point Sheet
4. PALS Bookmark

Tell First Readers to hold up the Question Card. Monitor to make sure the correct card is raised. Briefly explain what it is used for.

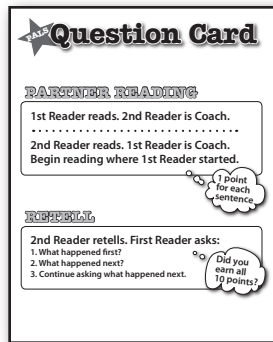
**The questions on the card will help you with the reading activities we will learn about later.**

Ask Second Readers to hold up the Correction Card. Monitor to make sure the correct card is raised. Briefly explained what it is used for.

**The Coach will use the Correction Card to help the Reader correct mistakes.**

Ask Second Readers to hold up the Point Sheet. Monitor to make sure the Point Sheet is raised. Briefly explain what it is used for.

**You and your partner will share a point sheet to keep track of points.**



**Question Card**

**PARCENNER READING**

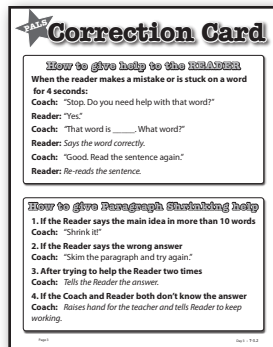
1st Reader reads. 2nd Reader is Coach.  
.....  
2nd Reader reads. 1st Reader is Coach.  
Begin reading where 1st Reader started.

**TRUFFLE**

2nd Reader retells. First Reader asks:  
1. What happened first?  
2. What happened next?  
3. Continue asking what happened next.

1 point for each sentence.

Did you earn all 10 points?



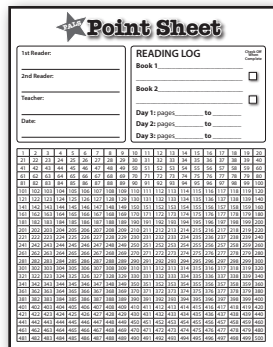
**Correction Card**

**How to give help to the READER**

When the reader makes a mistake or is stuck on a word for 4 seconds:  
Coach: "Stop. Do you need help with that word?"  
Reader: "Yes."  
Coach: "That word is \_\_\_\_\_. What word?"  
Reader: Says the word correctly.  
Coach: "Good. Read the sentence again."  
Reader: Re-reads the sentence.

**How to give Paragraph Shrinking help**

1. If the Reader says the main idea in more than 10 words  
Coach: "Shrink it!"  
2. If the Reader says the wrong answer  
Coach: "Skim the paragraph and try again."  
3. After trying to help the Reader two times  
Coach: Tells the Reader the answer.  
4. If the Coach and Reader both don't know the answer  
Coach: Raises hand for the teacher and tells Reader to keep working.



**Point Sheet**


1st Reader: \_\_\_\_\_  
2nd Reader: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Date: \_\_\_\_\_

**READING LOG**

Book 1 ☐  
Book 2 ☐

Day 1 pages: \_\_\_\_\_ to \_\_\_\_\_  
Day 2 pages: \_\_\_\_\_ to \_\_\_\_\_  
Day 3 pages: \_\_\_\_\_ to \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----

 Now let's look at what's inside your PALS Folders. Everybody, open your folder and take out the first card in the front left pocket. This is a Question Card. First Readers, hold your Question Cards in the air.

Monitor to make sure all First Readers have the correct card in hand. Praise students who are on task.

The questions on it will help you with the PALS activities we will learn about later. First Readers, put your Question Card on top of your desk. Second Readers, take out the second card in the front left pocket and hold it in the air. This is the Correction Card.

Monitor to make sure all Second Readers have the correct card in hand. Praise students who are on task.

The Coach will use the Correction Card to help the Reader correct mistakes. We're going to learn more about this card later. Second Readers, put your Correction Card on top of your desk. Now, look at the other pocket in your folder. You will find your Point Sheet in this pocket. Second Readers, hold your point sheet in the air.

Monitor to make sure all Second Readers have the point sheet raised. Praise students who are on task.

You and your partner will use this Point Sheet to keep track of points. The two of you will use the same Point Sheet. Your pair's points will be totaled at the end of the week with the rest of your team. We will see which team is the higher point earner at the end of every week.



You will also find a PALS Bookmark in your folder. This bookmark will help you keep your place in your book. We'll



## Guiding Points

Instruct students to leave PALS bookmarks in PALS folders.

Remind students where PALS folders and books will be stored. Tell students to practice putting away their materials and return to their original seats (if moved).

Praise individuals who were on task throughout the lesson.

talk about what to do with that in a few days. For now, leave the bookmark in your PALS folder.

**Let's put everything back in the PALS folder and practice putting away our materials. Remember, PALS folders will always be stored \_\_\_\_\_. Books will always be stored \_\_\_\_\_(insert location).**

Tell students to put away their PALS folders and books and return to their original seats (if moved). Praise individuals who were on task during the lesson.

**We've now come to the end of our first day of PALS! Great job everyone!**





## Introduction to Partner Reading

### Students Will Learn

- PALS Rules
- How to set up PALS materials
- Basic Partner Reading procedures

### Students Will Practice

- Following PALS Rules
- Preparing materials for PALS
- Using Partner Reading procedures

### PREPARATION

- ☐ Read over the lesson and familiarize yourself with the script. This is especially important for the “PALS Materials & Desk Set-Up” section as it can sometimes run a little long. Try to complete the lesson as efficiently as possible.
- ☐ Put transparencies in the correct order.
- ☐ Select a story in your students’ reading books to use for demonstrating what “reading with expression” means. See page 27.
- ☐ Recall where you’ve directed pairs to sit and have seating charts and triad worksheets available in case some students are absent and pairs need reshuffling.
- ☐ Make sure PALS folders and reading books are available to students and are in the appropriate designated areas. Have post-it arrows available for students who need new ones.

### GUIDING GRAPHICS



Use  
Transparency  
Supplement



Teacher  
Directed  
Activity



Independent  
Partner  
Practice



## Teacher Materials

### 1. Transparencies:

**PALS Rules**

1. Talk only to your partner and talk only about PALS.
2. Keep your voice low.
3. Cooperate with your partner.
4. Try your best.

Page 1 of 2

2.1 PALS Rules

**Question Card**

**PARTNER READING**

1st Reader reads. 2nd Reader is Coach.  
2nd Reader reads. 1st Reader is Coach.  
Begin reading where 1st Reader started.

**RETELL**

2nd Reader retells. First Reader asks:  
1. What happened first?  
2. What happened next?  
3. Continue asking what happened next.

1 point for each sentence  
Did you earn all 10 points?

Page 1 of 2

2.2 Question Card - page 1

**PARAGRAPH SHRINKING**

1st Reader reads. Coach says:  
1. Name the who or what.  
2. Tell the most important thing about the who or what.  
3. Say the main idea in 10 words or less.

2nd Reader reads. Coach says:  
1. Name the who or what.  
2. Tell the most important thing about the who or what.  
3. Say the main idea in 10 words or less.

**PREDICTION RELAY**

Coach asks 1st Reader:  
1. What do you predict will happen next?  
2. Read half a page.  
3. Did the prediction come true?

Coach asks 2nd Reader:  
1. What do you predict will happen next?  
2. Read half a page.  
3. Did the prediction come true?

1 point for each step  
1 point for predicting  
1 point for reading  
1 point for checking  
1 point for predicting  
1 point for reading  
1 point for checking

Page 2 of 2

2.3 Question Card - page 2

2. Overhead projector
3. Transparency pen
4. Timer
5. PALS Manual

## Student Materials

### 1. Folder (one per pair) with:

**Question Card**

**PARTNER READING**

1st Reader reads. 2nd Reader is Coach.  
2nd Reader reads. 1st Reader is Coach.  
Begin reading where 1st Reader started.

**RETELL**

2nd Reader retells. First Reader asks:  
1. What happened first?  
2. What happened next?  
3. Continue asking what happened next.

1 point for each sentence  
Did you earn all 10 points?

Page 1 of 2

Question Card

**Correction Card**

**How to give help to the READER**

When the Reader makes a mistake or is stuck on a word for 4 seconds:  
Coach: "Check it."

Reader: "I need some help."  
Coach: "That word is \_\_\_\_\_. What word?"  
Reader: Says the word correctly.  
Coach: "Good. Read the sentence again."  
Reader: Re-reads the sentence.

**How to give Paragraph Shrinking help**

If the Reader says the wrong answer:  
Coach: "Check it!"  
"Let me give you a hint..."  
"The answer is \_\_\_\_\_."

If the Reader says the main idea in more than 10 words:  
Coach: "Shrink it!"

Correction Card

**Point Sheet**

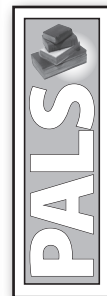
1st Reader: \_\_\_\_\_  
2nd Reader: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Date: \_\_\_\_\_

**READING LOG**

Book 1: \_\_\_\_\_  
Book 2: \_\_\_\_\_  
Day 1: pages \_\_\_\_\_ to \_\_\_\_\_  
Day 2: pages \_\_\_\_\_ to \_\_\_\_\_  
Day 3: pages \_\_\_\_\_ to \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220
221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260
261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300
301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340
341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380
381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400
401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440
441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460
461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480
481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500

Point Sheet



PALS Bookmark

2. Reading books (one per pair)
3. Pencils



# REVIEW

## Guiding Points

### **It's time for PALS!**

If pairs are not seated together, tell them to move to sit with their partners. Remind them to follow the PALS Moving Rules.

Ask students questions about what was learned on Day 1. Award bonus points for correct answers.

### **What does PALS stand for?**

### **Why are we going to do PALS?**

**It's time for PALS! Please get your materials ready.**

**Remember, First Readers, you are getting the books and Second Readers, you are getting the PALS folders.**

If pairs are not seated together, tell them to move to sit with their partners. Remind them to follow the PALS Moving Rules.

**Before we begin today's lesson, let's review what we we've learned.**

Call on individual students to answer the questions below. Praise students for correct answers.

### **Who can tell me what PALS stands for?**

*STUDENTS: Peer-Assisted Learning Strategies.*

### **Why are we going to do PALS?**

*STUDENTS: To become better readers by building comprehension.*

**Great! Now let's learn the PALS Rules.**



# PALS RULES

## Guiding Points

Use T-2.1 (PALS Rules).

Explain the 4 PALS rules.

**Rule #1: Talk only to your partner and only about PALS.**

Ask students to recite the rule aloud.

**Rule #2: Keep your voice low.**

Explain that with everyone talking at the same time, the noise level can get very loud. Tell students to recite the rule aloud.

**Rule #3: Cooperate with your partner.**

Ask students to name a few examples of what it looks like to praise and cooperate with your partner.

**Cooperating with your partner will help you become a better reader.**

Ask students to recite the rule aloud.

There are 4 PALS Rules.



Use Transparency 2.1 (PALS Rules). Point to each rule as you discuss the following:

**Rule #1 is talk only to your partner and only about PALS.**

**During PALS, you'll read stories and answer questions and the only thing you will talk about with your partner is what you read. Let's all say the first PALS Rule together.**

*STUDENTS: Talk only to your partner and only about PALS.*

**Great. Now let's look at the second rule. Rule #2 is keep your voice low.**

**Remember, everyone in the class will read with a partner during PALS. When everyone in the room is reading, the noise level can get very loud. That's why it's important that you keep your voices low. Let's all recite Rule #2 together in a low PALS voice.**

*STUDENTS: Keep your voice low.*

**Good job! Rule #3 is cooperate with your partner.**

**If you're the Coach, you can show good cooperation by saying encouraging things to your partner like, "You can do it" or "You're reading really well today." What are some other examples of ways we can praise our partners?**

Take 2-3 answers from students.

**Cooperating also means that you help your partner in any way you can. You listen to your partner, and you do not argue with him/her. Cooperating with your partner will help you become a better reader.**



Role-play examples of partners working well and not so well together. Call on different students to demonstrate with you (no more than 2 minutes long).

**Let's all say Rule #3 together.**



## Guiding Points

### **Rule #4: Try your best.**

**If we try our best, PALS will make us stronger readers.**

Ask students to recite the rule aloud.

Remove T-2.1 (PALS Rules) from the overhead and ask students:

**Who can tell me the 4 PALS Rules?**

**The PALS Rules are listed on the back of your PALS bookmark so that you can follow and refer to them often.**

Tell students that you will be watching for pairs who follow the PALS Rules throughout the rest of training.

*STUDENTS: Cooperate with your partner.*

**Finally, Rule #4 is try your best. This rule is the most important! If we all try our best, PALS will make us stronger readers. Let's all say Rule #4 together, and I want to hear some energy with this one!**

*STUDENTS: Try your best!*



Remove Transparency 2.1 (PALS Rules).

**Who can tell me the 4 PALS Rules?**

*STUDENTS:*

- 1. Talk only to your partner and only about PALS*
- 2. Keep your voice low*
- 3. Cooperate with your partner*
- 4. Try your best*



**Great job! These rules are listed on the back of your PALS bookmark so that you can follow and refer to them often.**

**Take the bookmark out and find the PALS Rules.**

Monitor students.

**Throughout the rest of training, I will be looking for pairs who are following the PALS rules. If I catch you following all of the rules, I might add some bonus points to your Point Sheet.**





# PALS MATERIALS & DESK SET-UP

## Guiding Points

**Aside from the PALS bookmark, who can remember what materials we'll need during PALS?**

Instruct students on the proper way to set up their PALS materials every day.

**First Readers are responsible for getting the books and opening them to the correct page.**

Demonstrate sharing a book. Each pair should have only one book.

**The PALS bookmark will be used to keep track of the correct page.**

Instruct First Readers to practice doing this. Ask Second Readers to monitor. Then, instruct students to put pencils at the top of their desk.

**Second Readers are responsible for getting out the other materials. Second Readers will take out the Question Card and Point Sheet and put it on top of the desk.**

Instruct Second Readers to practice doing this. Ask First Readers to monitor.

**Aside from the PALS bookmark, who can remember what materials we'll need during PALS?**

*STUDENTS: The Second Reader's book, our PALS folder with Question Card, Correction Card and Point Sheet, and a pencil for each partner.*

**Before you begin working with your partner, you must prepare your materials. Each day you'll sit with your partner and set out PALS materials on your desk. The First Reader is responsible for finding the correct starting page in the book.**



Demonstrate by opening the book and putting the book in the middle of the 2 desks. Each pair should be sharing one book.

**You will use your PALS bookmark to know where you left off and where you will start reading the next time you do PALS.**

Show the students how to mark their books with the PALS bookmark.

**How will you find your starting page?**

*STUDENTS: By using the PALS bookmark.*

**Who is responsible for turning to the correct page?**

*STUDENTS: The First Reader will turn to the correct page.*



**Now let's practice opening our books to the correct starting page and placing the books in the middle of our desks. First Readers, get the reading books ready. Second Readers, make sure your partner does this correctly.**

Monitor students. Give points to pairs who are setting up correctly.

**Now we need to set the rest of our materials on our desks. Everybody put your pencil on top of your desk.**



Demonstrate and monitor students.

**Second Readers, you'll be responsible for setting up the other PALS materials. You and your partner will share the materials in your folder. In your PALS folder, you'll see the Point Sheet in one pocket and the Question Card in the other. Take out the Question Card and place it at the top of**



Direct students to practice putting away, getting out, and setting up their materials.

Demonstrate and monitor students.

Demonstrate and monitor students.

Monitor students.

Monitor students, and give bonus points to pairs who get their materials ready quietly, quickly and correctly.

**Every day that we do PALS, you should set up your PALS materials in this same way.**

Date	My Notes





# PARTNER READING PROCEDURES

## Guiding Points

Introduce Partner Reading as the first PALS activity. Explain why Partner Reading is important.

**Partner Reading will help you read more quickly and correctly and understand what you read.**

Use T-2.2 (Question Card, page 1).

Explain the basic steps in Partner Reading.

**First Reader reads for 5 minutes.**

**Second Reader is the coach. Coaches listen and help with mistakes and hard words.**

**After 5 minutes, partners switch roles and materials.**

Review using the following questions.

**What will First Readers do for the first 5 minutes of Partner Reading?**

**What will the Second Readers do for the first 5 minutes of Partner Reading?**

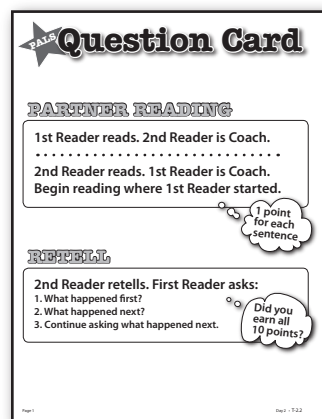
**After 5 minutes, I will say, "It's time to switch jobs." When this happens, the First Reader will become the Coach and the Second Reader will become the Reader.**

Now we're ready to start learning about the PALS activities. The first activity you'll do each day during PALS is Partner Reading. Partner Reading will help you learn to read quickly and correctly, and it will also help you understand what you read.

**What will Partner Reading help you do?**

*STUDENTS: Help me learn to read quickly and correctly and understand what I read.*

**Now, let's review.**



Use Transparency 2.2 (Question Card, page 1).

Yesterday we learned that there were 2 important PALS jobs: Coach and Reader. Readers read aloud and answer questions. Coaches read along silently and help their partners with mistakes and hard words. During most of the PALS activities, you will switch jobs every 5 minutes.

**It's important that you DO NOT switch jobs until you hear me say, "It's time to switch jobs." Let's talk about how this will work during Partner Reading.**

For the first 5 minutes, the First Reader will read aloud. The Second Reader's job is to read along silently and help the First Reader with mistakes and hard words.

**What will First Readers do for the first 5 minutes of Partner Reading?**

*STUDENTS: They will be Readers and read aloud.*

**What will the Second Readers do for the first 5 minutes of Partner Reading?**

*STUDENTS: They will be Coaches. They will read along silently and help the Reader with mistakes and hard words.*

**After the first 5 minutes, you'll hear me say, "It's time to switch jobs." When this happens, the First Reader will become the Coach and the Second Reader will become the**



## Guiding Points

Explain that students will also switch materials.

**Second Reader reads for 5 minutes. Second Readers reread the same text that the First Readers read.**

**When the Second Reader reads during Partner Reading, what does s/he read?**

Discuss reading carefully, quickly and with expression.

Explain to students what it means to read with expression. Using a reading book, model reading quickly, carefully and with expression.

**Who reads during the first 5 minutes of PALS?**

Reader.

**During Partner Reading, what will happen after you hear me say, "It's time to switch jobs?"**

*STUDENTS: The First Reader will become the Coach and the Second Reader will become the Reader.*

**Great! When you switch jobs, you will also switch materials. Second Readers will give the Point Sheet and Question Card to the First Readers.**

**What else will you do when you switch jobs?**

*STUDENTS: Switch materials.*

**Now we need to talk about what the Second Reader will read during the next 5 minutes of Partner Reading. The Second Reader will always re-read what the First Reader read during the first 5 minutes. This means that the Second Reader will need to go back to where the First Reader started reading that day.**

**Note:** You might want to tell students to mark their starting point at the beginning of Partner Reading with a post-it arrow to show Second Readers where to begin.

**When the Second Reader reads during Partner Reading, what will s/he read?**

*STUDENTS: The Second Reader will read what the First Reader read during the first 5 minutes of Partner Reading.*

**Now let's talk a little about what reading aloud looks like when you are the Reader. You should always try your best to read quickly, carefully and with expression. Can anyone tell me what it means to read with expression?**



Discuss the meaning of expression: the showing of feeling or emotion. Using a reading book, model reading quickly, carefully and with expression. Also model the opposite. Discuss why it is important to try to read with expression.

**Let's review what we've learned so far.**

As you ask the following questions, award bonus points to students who answer them correctly.

**Who reads during the first 5 minutes of PALS?**



## Guiding Points

**What will the Second Reader do during the first 5 minutes of Partner Reading?**

**What will happen after 5 minutes when you hear me say, “It’s time to switch jobs?”**

**So who will be the Reader and who will be the Coach during the second 5 minutes of Partner Reading?**

**When you switch jobs, what else will you switch?**

**What will the Second Reader read during the second 5 minutes of Partner Reading?**

Practice Partner Reading with First Readers as Readers and Second Readers as Coaches for 2 minutes. Identify and praise students who are demonstrating good helping and good reading.

*STUDENTS: First Readers.*

**What will the Second Reader do during the first 5 minutes of Partner Reading?**

*STUDENTS: The Second Reader will be the Coach and will help the First Reader with mistakes and hard words.*

**What will happen after 5 minutes when you hear me say, “It’s time to switch jobs?”**

*STUDENTS: We will switch jobs.*

**So who will be the Reader and who will be the Coach during the second 5 minutes of Partner Reading?**

*STUDENTS: The Second Reader will be the Reader and the First Reader will be the Coach.*

**When you switch jobs, what else will you switch?**

*STUDENTS: We will also switch materials.*

**What will the Second Reader read during the second 5 minutes of Partner Reading?**

*STUDENTS: What the First Reader read during the first 5 minutes of Partner Reading.*

**Excellent! When you switch jobs, the Second Reader will re-read the same text that the First Reader read.**



**Let’s practice. First Readers, you will read for a couple of minutes. Second Readers, remember to listen carefully to your partner and give help when needed.**

Allow First Readers to read for 2 minutes. Identify and praise students who are demonstrating good helping and good reading.

**NOTE:** You may have noticed that you have not yet taught the correction procedure. It is okay to let students practice despite this because you want them to see how the activity works and you want them to get excited about it.

**First Readers, stop reading. Great job! I saw some great coaching and great reading.**

Give specific examples.



## Guiding Points

Have students switch roles.

Practice Partner Reading with Second Readers as Readers and First Readers as Coaches for 2 minutes.

Once again, praise readers who are reading quickly, carefully and with expression, and coaches who are being helpful.

**It's time to switch jobs! We just read for 2 minutes because today we are only practicing. Second Readers, now it's your turn to read. Remember to go back to where the First Reader started reading. First Readers, you are now the Coach. Begin.**

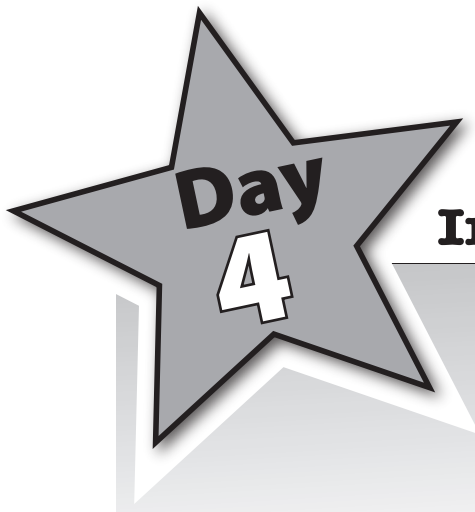
Allow Second Reader to read for 2 minutes. Recognize students who are demonstrating good coaching and good reading.

### **Great work Coaches and Readers!**

Give specific examples of good coaching and reading.

**The next time we do PALS we'll learn more about Partner Reading and how to be a good Coach. Now put your PALS materials away.**





## Introduction to Retell

### Students Will Learn

- How to Retell
- How to earn points during Retell

### Students Will Practice

- Partner Reading procedures
- Retell procedures

## PREPARATION

- ☐ Put transparencies in the correct order.
- ☐ In each PALS folder, replace the point sheet from last week with a new copy. (Note: You should have tallied team points with your class at the end of the previous lesson.)
- ☐ Recall where you've directed pairs to sit and have seating charts and triad worksheets available in case some students are absent and pairs need reshuffling.
- ☐ Make sure PALS folders, reading books, and post-it arrows are available to students.

## GUIDING GRAPHICS



Use  
Transparency  
Supplement



Use  
Activity Packet  
Supplement



Teacher  
Directed  
Activity



Independent  
Partner  
Practice



# Teacher Materials

## 1. Transparencies:

**Question Card**

**PARTNER READING**

1st Reader reads. 2nd Reader is Coach.

2nd Reader reads. 1st Reader is Coach.

Begin reading where 1st Reader started.

**RETELL**

2nd Reader retells. First Reader asks:

1. What happened first?
2. What happened next?
3. Continue asking what happened next.

Did you earn all 10 points?

**William Moves Away**

Tom's friend William moved away yesterday. Tom and William lived on the same street, three houses away from each other. They played together almost every day at Tom's house or at William's house. They rode bikes and climbed trees. They always had fun when they played together. They were best friends.

Yesterday, the moving crew was at William's house all day. William and Tom watched them. Mary Ellen watched too. She lived down the street and was in the same class as William and Tom.

When the movers left, William's father called, "Come on William. We have to get going."

William and his family went to the car. Tom stood on the sidewalk with his mother and father and waved. He was very sad to see William go. "So long William," he said.

The next morning when Tom woke up, he remembered about William and felt sad. He walked by William's old house. He went to the oak tree that he used to climb with William. It was just not the same playing alone. Tom started to go back home.

When he was almost home, Tom had an idea. He went back past William's house to Mary Ellen's house. He saw Mary Ellen and her new blue bike on the porch.

"Can you come out?" asked Tom.

"Sure!" said Mary Ellen. "You can ride my bike if you'd like."

"Thanks," said Tom. "Let's go to my house and get my bike too."

They went to Tom's house and went inside. Tom showed Mary Ellen his hamsters. He showed her his room and his toys. They rode bikes together. They found a new tree to climb a few streets away. Tom told Mary Ellen how sad he had been about William moving away. But Tom wasn't so sad anymore.

When it was time for Mary Ellen to go home, she asked Tom if he would like to come play at her house the next day. Then she got on her bike and rode away.

Tom's mother asked him who he had been with all day. Tom smiled and said, "My new best friend."

**C. J.ana Plays Softball**

Jana sat in the locker room after gym class. Her head was hung low. Tryouts were going to be held tomorrow for the boys' softball team. Girls were not invited to the tryouts. There was not a girl's softball team. Jana really wanted to play softball. "It's not fair," Jana thought, "that only boys can play on the team."

Suddenly, Jana had an idea. True, the tryouts were only for boys, but what if she dressed as a boy and went to the tryouts? Would anyone know her? Jana was about the same size as the boys in her class. She could put her hair up in a cap and pull the cap down low over her eyes. Maybe no one would recognize her. The more Jana thought about the idea, the better it sounded.

The next day, Jana showed up for the tryouts in an old pair of jeans, a ragged "T-shirt, and a baseball cap pulled low over her face. She told the coach in a lowered voice that her name was Joe. One by one, the boys showed how they could hit a ball, catch a ball, and run the bases.

When Jana's turn came, she felt scared inside. What if she couldn't hit a ball as well as the boys? What if she wasn't picked for the team? "Oh, I know I can do as well as any of the boys," she thought. She stepped up to bat. The pitcher threw the first ball over Jana's head. "Oh great, a pitcher who can't pitch," Jana thought. The pitcher threw a second ball. The ball bounced off of Jana's foot. "Come on, pitcher, throw me a good ball," yelled Jana in her lowered voice. This time the ball flew by at a perfect level for Jana. She hit the ball squarely with her bat. Then she watched in surprise as the ball flew into the air and over the fence!

As Jana leaned back to watch the ball fly, her cap fell off of her head and her hair tumbled down her back. "Look, Coach, Joe is a girl!" yelled the pitcher.

"Why, you are a girl!" said the coach as he walked up to Jana.

"Oh, Coach," said Jana, "I just wanted to play ball and there is not a girl's team."

"Well," said the coach, "with a batting arm like that, I think it would be great to have you on the team, girl or not." The coach smiled and Jana smiled back. At last, she was going to have a chance to play softball on a real team.

**PALS TEACHER COMMAND CARD**

**STARTING UP (12 MINUTES OR LESS)**

It's time for PALS. Get ready for Partner Reading. Students should be sitting in pairs and have materials ready.

**PARTNER READING (10 MINUTES TOTAL)**

First Reader read quickly and correctly. You will read for 2 minutes. Second Readers listen, give points, and fix mistakes.

(Optional) Review specific Partner Reading procedures as necessary. This should not be longer than 10 minutes.

Ready? Get the timer. Begin.

After 1 minute: Stop reading. Everybody switch jobs. Turn back to the first page you read today for Partner Reading. Second Readers, get ready to read for 2 minutes.

Get the timer. Begin.

After 1 minute: Stop reading.

(Optional) Give students specific feedback and bonus points as appropriate.

**RETELL (2 MINUTES)**

Now, it's time for you to retell what you read. First Readers, get ready to ask what happened. Second Readers, get ready to state what happened. You will have 2 minutes to retell.

(Optional) Review specific Retell procedures as necessary. This should not be longer than 10 minutes.

Get the timer for 2 minutes. Begin.

After 1 minute: Stop retelling. If you and your partner both tried your best and cooperated with each other, when you earned 10 points. Mark them one.

(Optional) Give students specific feedback and bonus points as appropriate.

2.2 Question Card

4.1 Activity Packet, page 3

4.2 Activity Packet, page 4

Teacher Command Card

2. Overhead projector
3. Transparency pen
4. Timer
5. PALS Manual

# Student Materials

## 1. Folder (one per pair) with:

**Question Card**

**PARTNER READING**

1st Reader reads. 2nd Reader is Coach.

2nd Reader reads. 1st Reader is Coach.

Begin reading where 1st Reader started.

**RETELL**

2nd Reader retells. First Reader asks:

1. What happened first?
2. What happened next?
3. Continue asking what happened next.

Did you earn all 10 points?

**Correction Card**

**How to give help to the READER**

When the Reader makes a mistake or is stuck on a word for 4 seconds:

Coach: "Check it!"

Reader: "I need some help."

Coach: "That word is \_\_\_\_\_ What word?"

Reader: Says the word correctly.

Coach: "Good. Read the sentence again."

Reader: Re-reads the sentence.

**How to give Paragraph Shrinkling help**

If the Reader says the wrong answer:

Coach: "Check it!"

"Let me give you a hint..."

"The answer is \_\_\_\_\_."

If the Reader says the main idea in more than 10 words:

Coach: "Shrink it!"

**Point Sheet**

1st Reader: \_\_\_\_\_

2nd Reader: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**READING LOG**

Book 1: \_\_\_\_\_

Book 2: \_\_\_\_\_

Day 1: pages \_\_\_\_\_ to \_\_\_\_\_

Day 2: pages \_\_\_\_\_ to \_\_\_\_\_

Day 3: pages \_\_\_\_\_ to \_\_\_\_\_

**PALS Activity Packet**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Question Card

Correction Card

Point Sheet

Activity Packet (one per student)



PALS Bookmark

2. Reading books (one per pair)
3. Pencils





# REVIEW PARTNER READING

## Guiding Points

Before beginning the Retell lesson, review Partner Reading by asking the following questions:

**What's the first thing that happens during Partner Reading?**

**What's the next thing that happens?**

**What's the job of the Coach?**

**What types of mistakes should a Coach look for?**

**What's the correction procedure?**

**What if your partner cannot figure out the word in 4 seconds?**

**How many points do you earn during Partner Reading?**

**It's time for PALS!**

Monitor as students move to their partners and prepare their PALS materials. Award PALS points to pairs who set-up correctly.

**Before we learn the next PALS activity let's review what we've learned about Partner Reading.**

Call on students to answer the following questions.

**What's the first thing that happens during Partner Reading?**

*STUDENTS: First Reader reads for 5 minutes.*

**What's the next thing that happens?**

*STUDENTS: Second Reader reads for 5 minutes.*

**Where does the Second Reader begin reading?**

*STUDENTS: The same place the First Reader began reading.*

**What's the job of the Coach?**

*STUDENTS: To read along silently, catch mistakes and help correct the Reader.*

**What's the correction procedure?**

*STUDENTS: "Check it."*

**What if your partner cannot figure out the word in 4 seconds?**

*STUDENTS: "That word is \_\_\_\_\_. What word? (Reader repeats word.) "Good. Read the sentence again."*

**How many points do you earn during Partner Reading?**

*STUDENTS: One point for each correct sentence.*





Allow students to practice Partner Reading for 3 minutes each turn (6 minutes total).

Monitor and award points to partners using the correct procedures.

**Great! Now let's do a little bit of practice. Because we are still practicing, we will read for 3 minutes each. First Readers get ready to read and Second Readers get ready to coach. Ready, begin.**

Allow First Readers to read for 3 minutes. Monitor and award points to partners using the correct procedures.

**Now let's switch. Second Reader begin reading.**

Allow Second Readers to read for 3 minutes. Monitor and award points to partners using the correct procedures. Praise individual pairs you observe following the correction procedure properly.

[illegible]



# RETELL: RETELLING THE STORY IN SEQUENCE

## Guiding Points

Introduce Retell as the second activity of PALS.

**We will do Retell for 2 minutes.**

**When you retell a story, you talk about the most important information you've learned.**

Explain that Retell is very important because it lets you know if you understood what you read.

**How long will we do Retell?**

**What does Retell mean?**

Use T-2.2 (Question Card).

Explain that the Second Reader will tell the First Reader what happened in the story, telling 1 thing at a time.

**First Readers ask Second Readers, "What happened first?" then wait for their response. Afterwards, they ask, "What happened next?" and so on.**

**What do First Readers say first during Retell?**

Everyone is doing such a good job with PALS! We are going to learn about the second activity of PALS. It's called Retell. After you and your partner have each read for 5 minutes, it will be time for Retell.

**What's the second activity of PALS?**

*STUDENTS: Retell.*

**Great job listening! During Retell, you show how well you understand what you've been reading. We'll do Retell for 2 minutes.**

**How long will we do Retell?**

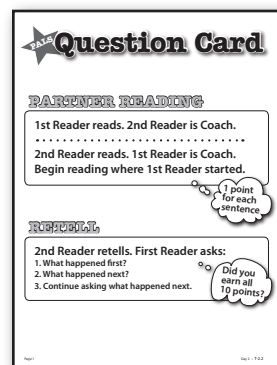
*STUDENTS: 2 minutes.*


**Retell is a very important activity because it lets you know if you understood what you read. When you retell a story, you talk about the most important information you learned. Who can tell me what "retell" means?**

*STUDENTS: Talking about the most important information learned in the story.*

**That's right. Reading many sentences correctly is good, but understanding what you read is even more important!**

**The Second Reader will retell what happened in the story. When you do this, Second Readers, you will tell the things that happened in the order in which they happened. Let's take a look at the Question Card.**



 Use Transparency 2.2 (Question Card). Refer to the Retell section of the card when explaining Retell.

**First Readers, you will always ask the Second Readers, "What happened first?" then wait for their response. Afterwards, you will ask them "What happened next?" and so on.**

**What do First Readers say first during Retell?**

*STUDENTS: What happened first?*



## Guiding Points

### What do First Readers say next to their partner after s/he says 1 thing that happened?

Remind students that it is very important to follow along and listen carefully while their partner is reading so they can help retell what happened.

Use T-4.1 (Activity Packet, page 3).

Use “William Moves Away” on page 3 of the Activity Sheet Packet to practice Retell with the whole class.

Read the first 2 paragraphs aloud and take the role of First Reader. Ask students to act as your Second Readers.

Award bonus points to students who do a good job acting as Second Readers.

What do First Readers say next to their partner after he/she says one thing that happened?

*STUDENTS: What happened next?*

Very good! Second Readers, when you are retelling, it is okay to refer back to your book to make sure you didn't miss any important details. You want to condense 5 minutes of reading into a 2 minute retelling, so it will be important to include some of the story's big details.



Use Transparency 4.1 (Activity Packet, page 3).



Please open your Activity Packets to page 3. Let's read "William Moves Away" to practice Retell. Listen carefully while I read.

Read the first 2 paragraphs of "William Moves Away."

**Note:** Do not make reading mistakes or review the Partner Reading correction procedure during this time. We suggest this because students need to be focused on learning Retell at this point.

Okay, now it's time for you to be my coaches. I will be the Second Reader and practice retelling the story. Coaches, ask me the first Retell question.

*STUDENTS: What happened first?*

Tom's friend, William, moved away.

*STUDENTS: What happened next?*

Tom and William played together almost every day. They rode bikes and climbed trees.

*STUDENTS: What happened next?*

Tom, William, and Mary Ellen watched the moving crew at William's house.

*STUDENTS: What happened next?*

Well, that's all I have read so far. Good job, coaches! I like how you asked me the Retell questions. Every pair, give



## Guiding Points

### What do good readers do?

Discuss what happens when partners disagree about something during Retell or when the Second Reader forgets what came next in the story.

**First Readers, tell your partner the next thing that happened and then ask the next thing that happened.**

Use T-4.1 (Activity Packet, page 3).

Read the next 3 paragraphs of "William Moves Away." Ask the class to begin Retell by asking you the first question. After answering it correctly, pretend that you need help after they ask you what happened next. Accept a possible correct response and award bonus points.

After accepting a correct response, make sure the Coaches ask you, "What happened next?"

yourselves 2 extra points.

**So, that's an example of the correct way to Retell. I stated all of the important facts from the story without saying every sentence again. I also looked back at the story to make sure I included all the important details. That's something good readers do. What do good readers do?**

*STUDENTS: Look back at the story to make sure they retell all the important details.*

**Now, First Readers, sometimes you may disagree with your partner about something s/he says during Retell. Or your partner might forget what came next in the story. If this happens, your job will be to help your partner with their retell by telling the next thing that happened in the story. Then the Second Reader will continue to tell the next thing that happened, and so on. It's important to listen to what your partner says so that if your partner gets stuck and doesn't know the next thing, you can help.**

**What do First Readers do when they disagree with their partner?**

*STUDENTS: They tell the Second Reader the next thing that happened in the story and continue asking, "What happened next?"*



**Terrific! Let's practice this. I'm going to read the next 3 paragraphs of "William Moves Away." I want you to be my coaches and ask me the Retell questions.**

Read the third through fifth paragraphs of "William Moves Away" aloud to students.

**Coaches, ask me the first Retell question.**

*STUDENTS: What happened first?*

**William's father tells him that they have to leave soon.**

*STUDENTS: What happened next?*

**I don't remember. Can one of my coaches help me?**

Call on one student to give you the next detail from the story.

*STUDENTS: (Possible answers) William and his family went to their car.*



## Guiding Points

Read the rest of “William Moves Away” aloud. Ask students to practice Retell in pairs. Award bonus points to pairs who do a good job during practice.

Explain that each pair will earn a total of 10 points during Retell if they work hard and try their best.

**First readers are responsible for marking points.**

Tell students that at the end of Retell, you will say: “First Readers, give your pair 10 points if you believe you both have worked very hard and have tried your best.”

**Use T-4.2 (Activity Packet, page 3).**

Ask students to practice combining Partner Reading and Retell using the “Jana Plays Softball” passage. Set your timer for 5 minutes.

**First Readers, get ready to read. Remember to read quickly, carefully, and with expression. Second Readers, get ready to listen for, find, and correct mistakes. Begin.**

Monitor students and award bonus points.

*Tom waved goodbye as William and his family got in their car. Tom told William, “So long!”*

After accepting a correct response, make sure the Coaches ask you, “What happened next?”

*STUDENTS: What happened next?*

**Tom woke up the next day and felt sad.**

*STUDENTS: What happened next?*

**Tom went to play in places he used to go to with William, but it just wasn’t the same.**

**Great job everyone! You did a great job correcting me when I didn’t know what came next. Now it’s time for you to practice. I am going to read the rest of “William Moves Away.” After I finish, I want you to practice Retell with your partner. I will walk around the room and award PALS Points to pairs who are cooperating, catching and correcting mistakes, and trying to do a good job on Retell.**

Monitor the students as they do Retell for 2 minutes.

**Great work! Now let’s talk about points. Each pair will earn a total of 10 points if they work hard and try their best. First Readers will be responsible for marking points. When Retell is over, I’ll say, “First Readers, give your pair 10 points if you believe you both have worked very hard and have tried your best.”**



**Now, we’re ready to combine Partner Reading and Retell.**



**Let’s practice using “Jana Plays Softball” located on page 4 of your Activity Packet. Go ahead and find page 4 of your Activity Packet now.**



**Use Transparency 4.2 (Activity Packet, page 4). Set your timer for 4 minutes. Some students may finish early. They should wait patiently until all of the class is finished.**

**Remember, as you do Partner Reading, I’ll award PALS Points to pairs who follow PALS**



---

**Rules. First Readers, get ready to read. Remember to read quickly, carefully, and with expression. Second Readers, get ready to listen for, find, and correct mistakes. Begin.**

Monitor students and award PALS Points. Follow the PALS Teacher Command Card to continue Partner Reading and Retell.

**Great work today! Next time we do PALS, we'll practice more.**





## Introduction to Paragraph Shrinking

### Students Will Learn

- Basic Paragraph Shrinking procedures
- Components of a good main idea statement
- How to make main idea statements

### Students Will Practice

- Paragraph Shrinking steps
- Making main idea statements

### PREPARATION

- ☐ Put transparencies in the correct order.
- ☐ Familiarize yourself with the answers to all questions on the Activity Sheet Packet (pages 5-6). See answer key on p. 278 for assistance.
- ☐ Make sure the Score Board is clearly posted on the PALS Bulletin Board. Since this is the last lesson of the second week, you will be tallying team points.
- ☐ Recall where you've directed pairs to sit and have seating charts and triad worksheets available in case some students are absent and pairs need reshuffling.
- ☐ Make sure PALS folders, reading books, and post-it arrows are available to students.

### GUIDING GRAPHICS



Use  
Transparency  
Supplement



Use  
Activity Packet  
Supplement



Teacher  
Directed  
Activity



Independent  
Partner  
Practice



# Teacher Materials

## 1. Transparencies:

**PARAGRAPH SHRINKING**

1st Reader reads. Coach says:  
1. Name the most important who or what.  
2. Tell the most important thing about the who or what.  
3. Say the main idea in 10 words or less.

2nd Reader reads. Coach says:  
1. Name the most important who or what.  
2. Tell the most important thing about the who or what.  
3. Say the main idea in 10 words or less.

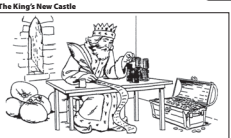
**PREDICTION RELAY**

Coach asks 1st Reader:  
1. What do you predict will happen next?  
2. Read half a page.  
3. Did the prediction come true?

Coach asks 2nd Reader:  
1. What do you predict will happen next?  
2. Read half a page.  
3. Did the prediction come true?

2.3 Question Card  
- page 2

**D. Paragraph Shrinking Practice**  
The King's New Castle




King Damien had decided it was time to buy a new castle. He lived in the coldest part of his kingdom, and he was tired of cold weather. He wanted to buy a new castle where it was warmer. King Damien knew that it would cost a lot of money to buy a new castle. He needed to make sure that he had enough money. So, King Damien started the long task of counting his coins. He had his servants bring in every treasure chest of coins they could find in the castle. Since he was very rich, there were many coins to be counted. King Damien opened each treasure chest and carefully counted the coins one by one. As he counted, he recorded how many coins he had. He counted for many hours. When he finally counted the last coin, he happily discovered that he had enough money to buy the new castle. He fell asleep that night dreaming of his new, warm castle.

The most important who or what: \_\_\_\_\_  
The most important thing about who or what: \_\_\_\_\_  
Main idea statement (10 words or less): \_\_\_\_\_

6.1 Activity Packet,  
page 5

**E. Paragraph Shrinking Practice**  
The School Play



It was the morning of the school play. The students were excited about performing but a little nervous too. Carlos and Ann were especially nervous because they had to wear silly alligator costumes. But, mostly they were worried because Eric, who played the third alligator, wasn't in class yet. The teacher frowned and asked, "Carlos, where is Eric?" Carlos turned to Ann. Ann opened her mouth to speak but no words came out. Suddenly, Eric rushed into the classroom wearing his costume. Everyone laughed. Carlos and Ann sighed happily. Now they knew everything would be ready for their performance.

The most important who or what: \_\_\_\_\_  
The most important thing about who or what: \_\_\_\_\_  
Main idea statement (10 words or less): \_\_\_\_\_

6.2 Activity Packet,  
page 6

2. Overhead projector
3. Transparency pen
4. Timer
5. PALS Manual

# Student Materials

## 1. Folder (one per pair) with:

**Question Card**

**PARAGRAPH READING**

1st Reader reads. 2nd Reader is Coach.  
2nd Reader reads. 1st Reader is Coach.  
Begin reading where 1st Reader started.

Coach: "That word is \_\_\_\_\_. What word?"  
Reader: "I need some help."  
Coach: "Good. Read the sentence again."  
Reader: "Says the word correctly."  
Coach: "Good. Read the sentence again."  
Reader: "Re-reads the sentence."

**ROBUSTELL**

2nd Reader retells. First Reader asks:  
1. What happened first?  
2. What happened next?  
3. Continue asking what happened next.

Question Card

**Correction Card**

**How to give help to the READER**

When the Reader makes a mistake or is stuck on a word for 4 seconds:  
Coach: "Check it!"

Reader: "I need some help."  
Coach: "That word is \_\_\_\_\_. What word?"  
Reader: "Says the word correctly."  
Coach: "Good. Read the sentence again."  
Reader: "Re-reads the sentence."

**How to give Paragraph Shrinking help**

If the Reader says the wrong answer:  
Coach: "Check it!"  
"Let me give you a hint."  
"The answer is \_\_\_\_\_."  
If the Reader says the main idea in more than 10 words:  
Coach: "Shrink it!"

Correction Card

**Point Sheet**

1st Reader: \_\_\_\_\_  
2nd Reader: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Date: \_\_\_\_\_

**READING LOG**

Book 1: \_\_\_\_\_  
Book 2: \_\_\_\_\_  
Day 1: pages \_\_\_\_\_ to \_\_\_\_\_  
Day 2: pages \_\_\_\_\_ to \_\_\_\_\_  
Day 3: pages \_\_\_\_\_ to \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----

Point Sheet

**PALS**

**Activity Packet**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Activity Packet  
(one per student)



PALS  
Bookmark

2. Reading books (one per pair)
3. Pencils





# REVIEW PARTNER READING & RETELL

## Guiding Points

Review by asking the following questions:

**What does PALS stand for?**

**Why do we do PALS?**

**What is the first activity in PALS?**

**How long does each reader read during Partner Reading?**

**Where does the Second Reader begin reading?**

**What happens after Partner Reading?**

**How long does Retell last?**

Practice Partner Reading and Retell with students. Have students read for 2 minutes each during Partner Reading and Retell for 1 minute. This practice is meant to remind students of how to perform the activities correctly.

**It's time for PALS!**

Monitor as students move to their partners and prepare their PALS materials. Award PALS points to pairs who set-up correctly.

**Today we're going to learn the next PALS activity. First, let's review what we've learned about PALS so far. Everyone get out your Question Card.**

**PALS stands for ...?**

*STUDENTS: Peer-Assisted Learning Strategies.*

**And why do we do PALS?**

*STUDENTS: To become better readers by building comprehension.*

**What is the first activity in PALS?**

*STUDENTS: Partner Reading.*

**How long does each reader read?**

*STUDENTS: 5 minutes.*

**Where does the Second Reader begin reading?**

*STUDENTS: At the beginning, where the First Reader began.*

**What happens after Partner Reading?**

*STUDENTS: Retell.*

**How long does Retell last?**

*STUDENTS: Two minutes.*



**Good job! Now we will practice Partner Reading and Retell. Because we're reviewing, we will shorten the times of each activity. Each partner will read for 2 minutes. Then, the Second Reader will do Retell for one minute. First Readers get ready! Begin!**

Set timer for 2 minutes. First Readers read for 2 minutes. Then, partners switch jobs and Second Readers read for 2 minutes. Finally, Second Readers conduct Retell for 1 minute. This practice is meant to remind students of how to perform the activities correctly.





# INTRODUCTION TO PARAGRAPH SHRINKING

## Guiding Points

Introduce Paragraph Shrinking.  
Explain the following key point:

**Each Reader will read for 5 minutes. After each paragraph, the reader will shrink the information into a main idea statement.**

**How long does the First Reader read during Paragraph Shrinking?**

**How long does the Second Reader read during Paragraph Shrinking?**

**By shrinking a paragraph down to 10 words or less, what are we creating?**

**How often does the reader stop to make a main idea statement?**

Tell students that making main idea statements will help them to build comprehension skills.

**A main idea statement is made up of 2 parts:**

- **The most important who or what in the paragraph**
- **The most important thing about the who or what**

Use T-2.2 (Question Card).

Great! Now let's get excited about our next PALS activity. It's called Paragraph Shrinking. In Paragraph Shrinking, you'll shrink the information in each paragraph into a main idea statement. The main idea statement tells the most important idea in the paragraph. What does the main idea statement tell us?

*STUDENTS: The most important idea in the paragraph.*

As in Partner Reading, each Reader will read for 5 minutes. How long will each Reader read during Paragraph Shrinking?

*STUDENTS: Five minutes.*

That's right. At the end of each paragraph read, the Reader will stop to create a main idea statement. The Reader will go through 3 steps to create a main idea statement that is 10 words or less. When we shrink a paragraph down to 10 words or less, what are we creating?

*STUDENTS: A main idea statement.*

How often does the reader stop to make a main idea statement?

*STUDENTS: After every paragraph.*

That's right! Paragraph Shrinking will help you make good main idea statements. Being able to make good main idea statements will strengthen your reading comprehension. A main idea statement is made up of 2 parts:

- The most important who or what in the paragraph
- The most important thing about the who or what



Use Transparency 2.3 (Question Card - page 2).

Everyone, look at your Question Card. Point to the section where it says "Paragraph Shrinking."

Pause for students to point.

These are the 3 things the Coach will ask the Reader to do after each paragraph to help them make a good main idea statement. Let's read them together:



## Guiding Points

Direct students to point to the Paragraph Shrinking section of their Question Cards.

**Coaches will ask the Readers to do 3 things after each paragraph to help them make a good main idea statement:**

- **Name the most important who or what**
- **Name the most important thing about the who or what**
- **Say the main idea in 10 words or less**

Use T-6.1 (Activity Packet, page 5). Read “The King’s New Castle” aloud to students. Ask students to complete the first step of Paragraph Shrinking in their pairs. Emphasize the following points:

**There will be many whos or whats, but only one is most important.**

**The main who or what will always be a person, place, thing, or animal.**

Allow students to discuss their answers and then ask them to share. Write “King Damien” on the line below “The most important who or what.” Share this as the correct answer.

Pause for students to copy the correct answer to their Activity Packets.

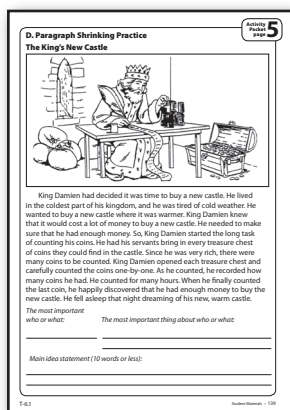
Pause for students to read aloud with you.

**“Name the most important who or what.”**

**“Tell the most important thing about the who or what.”**

**“Say the main idea in 10 words or less.”**

**Now let’s practice each of these together.**



**T** Use Transparency 6.1 (Activity Packet, p. 5). Point to Part D (The King’s New Castle).

**A** Open your Activity Packet to page 5. Follow along and listen carefully while I read “The King’s New Castle” aloud. As you listen, we will try to figure out the main idea by walking through the 3 steps of Paragraph Shrinking.

Read the story aloud to students.

**Now, let’s look at the Paragraph Shrinking section of the Question Card. I want you or your partner to complete the first step, “name the most important who or what.” When you have an answer, please raise your hand. There may be many whos or whats, but only one is most important. Keep in mind that the most important who or what will always be a person, place, thing, or animal.**

Pause for students to discuss.

**Who can name the main who or what?**

*STUDENTS: King Damien.*

**Very good! King Damien is the main who or what, so I’m going to write “King Damien” on this line below “The most important who or what” because it’s the first part of my main idea statement. Write “King Damien” on your Activity Packet.**

Pause for students to write “King Damien.”

**Look at your partner’s sheet and give me a thumbs up if**



## Guiding Points

Direct students to complete the second step of Paragraph Shrinking with you. Give several examples of answers to the second step. Ask students to decide if each statement represents the most important information about the picture or not. Ask them to explain why they think a statement is correct or incorrect.

- **King Damien wrote with a feather pen. (NOT MOST IMPORTANT)**
- **King Damien was tired of cold weather. (NOT MOST IMPORTANT)**
- **King Damien counted his coins one by one. (NOT MOST IMPORTANT)**
- **King Damien counted his coins to make sure he had enough money to buy a new castle. (MOST IMPORTANT)**

Write the previous statement on the line below "The most important thing about the who or what." Share this as the correct answer.

Pause for students to copy correct answer to their Activity Packets.

they followed directions correctly.

Pause for students to give a thumbs up.

**Good! Let's look at the Question Card again and complete the second step, "Name the most important thing about the who or what." We said the most important who or what is King Damien. Now we need to know the most important thing about King Damien. I'll say some things about this picture. You tell me if they describe the most important thing about King Damien.**

**"King Damien wrote with a feather pen." Does that tell the most important information about this paragraph?**

*STUDENTS: No.*

Read each of the following statements. Ask students to decide if each statement represents the most important information about the picture or not. Ask them to explain why they think a statement is most important or not most important.

**King Damien was tired of cold weather.**

(NOT MOST IMPORTANT: While this is true about King Damien, it is not the most important action or event taking place in this paragraph.)

**King Damien counted his coins one by one.**

(NOT MOST IMPORTANT: While this describes what the king is doing, it does not explain the reason he is doing it. Since the paragraph describes why he is counting his money at length, it is important to include this detail in the main idea statement.)

**King Damien counted his coins to make sure he had enough money to buy a new castle.**

(MOST IMPORTANT: This is the most important thing King Damien is doing, or the most important thing about the who or what.)

**So, the main idea statement is: "King Damien counted his coins to make sure he had enough money to buy a new castle." Everyone, write "counted his coins to make sure he had enough money to buy a new castle" on the line below where it says "most important thing about the who or what." Give me a thumbs up when you and your partner are finished writing.**



## Guiding Points

Direct students to complete the third step of Paragraph Shrinking in their pairs. Emphasize the following points:

**When making a main idea statement, you should leave out all the unnecessary information.**

**If you can say the main idea in 10 words or less, you are proving that you really understood what you read.**

**No matter how many words describe the who or what, the who or what will count only as 1 word.**

Give an example of a 10-word-or-less statement for the “King Damien” example. Ask students to act as Coaches and count your statement with you.

**“King Damien counted enough money to buy a new castle.”**

**How many words was that?**



Write the statement from the previous page on the overhead. Pause for students to write statement and give a thumbs up.

**Now, it’s time for the last step in Paragraph Shrinking. When you’re making a main idea statement, you should leave out all the extra, unnecessary information, and only say the most important things. If you can say the main idea in 10 words or less, you are proving that you really understood what you read.**

**Do main idea statements have lots of words?**

*STUDENTS: No.*

**How many words are in a good main idea statement?**

*STUDENTS: Ten words or less.*

**Also, in Paragraph Shrinking, no matter how many words describe the who or what, the who or what will count only as 1 word. How many words?**

*STUDENTS: One.*

**If the most important who or what is “King Damien,” how many words will we count?**

*STUDENTS: One.*

**Good. Now let’s look at the Question Card once more and complete the third step, “Say the main idea in 10 words or less.” Remember we said the most important who or what in this paragraph was “King Damien” and the most important thing about him was that he “counted his coins to make sure he had enough money to buy a new castle.” Now, I am going to think about how I will say this main idea in 10 words or less. Then, I will say it aloud. I want you to be my coaches and count my words.**

**“King Damien counted enough money to buy a new castle.” How many words was that?**

*STUDENTS: Nine.*

**Note:** If students say 10, remind them that King Damien counts as 1 word.

**That’s right. We used the most important who or what and**



## Guiding Points

Write “King Damien counted enough money to buy a new castle” on the line below “Main Idea Statement (10 words or less).” Share this as the correct answer.

Pause for students to copy the correct answer to their Activity Packets.

Use T-6.1 (Activity Packet, page 6).

Read “The School Play” aloud to students.

**Sometimes a paragraph is about more than one important person, place, thing or animal. In that case, you name all of the important people, places, things or animals the paragraph is mainly about.**

Ask students to discuss the most important whos and whats in pairs. Tell Second Readers to be Coaches for this example.

Call on 3-4 pairs. Students are likely to have several variations and some incorrect information.

**The main whos are Carlos and Ann.**

Discuss as a class.

Write “Carlos and Ann” on the line below “The most important who or what.”

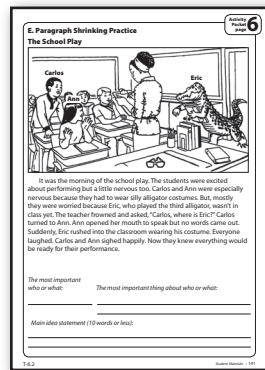
Pause for students to copy the correct answer on their Activity Packets.

the most important thing about the who or what to make a good main idea statement. So, you need to write our statement on your Activity Packet.

**T** Write the 10-word-or-less statement you just said aloud on the overhead. Monitor students as they write it on their Activity Packet.

Now we’ve made a full main idea statement for one paragraph. In Paragraph Shrinking, you will repeat this process after each paragraph.

**A** Now that we know how to do Paragraph Shrinking, let’s look at another example. Turn to page 6 in your Activity Packets. I’ll read “The School Play” aloud. Listen and follow along silently.



**T** Use Transparency 6.2 (Activity Packet, page 6). Read the passage aloud to students.

Now it’s your turn to complete the first step of Paragraph Shrinking. Second Readers, I want you to be the coaches.

Listen carefully. Sometimes a paragraph is about more than one important person, place, thing or animal. In that case, you name all of the important people, places, things or animals the paragraph is mainly about. Coaches, make sure your partner names ALL of the most important whos or whats in this paragraph. So, turn to your partner and begin. When your partner has finished saying the most important who or what and you agree with them, please put your thumbs up.

Monitor students. Make sure all Coaches ask, “Name the most important who or what.”

Now, let’s share some of the whos or whats you and your partner found.

Call on 3-4 pairs. Students are likely to have different whos and whats and some incorrect information.

I like how you were thinking. The correct who or what in this paragraph is Carlos and Ann. If you and your partner



## Guiding Points

Explain why Carlos and Ann are the most important whos or whats in the paragraph.

Direct students to complete the second step of Paragraph Shrinking, identifying the most important thing about the who or what, in pairs.

Ask students to share their ideas and give corrective feedback.

Tell students the most important thing about the who or what:

**“Carlos and Ann were worried about performing in the play until their friend, Eric, arrived late.”**

Write “were worried about performing in the play until their friend, Eric, arrived late,” on the line below “The most important thing about the who or what.”

Pause for students to copy the correct answer on their Activity Packets.

correctly answered this question, give yourselves 2 points. Everyone should write “Carlos and Ann” on their Activity Packet under the most important who or what.

If you didn’t get the right answer, don’t worry. This paragraph is tricky because 4 people are mentioned. However, this paragraph is not mainly about all 4. It’s mainly about only 2. Eric and the teacher are mentioned but they are not the most important characters in the paragraph because the main action of the paragraph is not happening to them. It’s happening to Carlos and Ann. Who are the most important whos or whats?

*STUDENTS: Carlos and Ann*

**Correct. They are Carlos and Ann. Carlos and Ann are the ones concerned about Eric being late; they’re the ones the teacher asks about Eric; and they are the ones who are relieved when Eric finally shows up.**

The teacher and Eric aren’t as important, so they’re not included. I’ll bet some of you included Eric. It’s true that he is important to the paragraph. However, he’s not as important as Carlos and Ann.

**Now, let’s find the most important thing about Carlos and Ann. Coaches, ask your partner to complete the second step of Paragraph Shrinking. When you are finished, please put your thumbs up.**

Monitor students. When students appear ready, call on 3-4 pairs. Students are likely to have different answers and some incorrect information.

**I like how you were thinking. The most important thing about the 2 students is this: “Carlos and Ann were worried about performing in the play until their friend, Eric, arrived late.” Write this in your Activity Packets.**



Write “were worried about performing in the play until their friend arrived late” on the overhead. Monitor students as they write it on their Activity Packets.

**Note:** You may feel this main idea could be shorter. You’re right! It is written this way so that students can shrink the main idea statement into 10 words or less.



## Guiding Points

Give the following examples of statements that are not quite right and ask students to explain what is wrong about each of them.

- **Carlos and Ann were excited about being in a play.**
- **Carlos and Ann had to wear silly alligator costumes.**
- **Carlos and Ann saw Eric rush into the classroom.**

Use T-2.3 (Question Card - page 2).

Review the third step of Paragraph Shrinking. Direct students to complete the third step of Paragraph Shrinking in their pairs. Allow students to discuss their answers.

Call on 3-4 pairs. Students are likely to have several variations and some incorrect information.

If you and your partner came up with something close to what we just wrote, give yourselves 2 extra points. Now, I am going to say some statements that are not quite right. Raise your hand and tell me what's wrong with each of these statements.

Call on 1-2 students for each statement and briefly discuss the reasons given below.

**Carlos and Ann were excited about being in a play.**

(REASON INCORRECT: This is not enough information about what is going on. Much of the paragraph talks about how nervous they were.)

**Carlos and Ann had to wear silly alligator costumes.**

(REASON INCORRECT: This is not enough information. Although they were wearing costumes in the paragraph, they were mostly concerned about their missing classmate, Eric.)

**Carlos and Ann saw Eric rush into the classroom.**

(REASON INCORRECT: This statement is correct, but it does not explain what Carlos and Ann were worried about or how they felt when he arrived.)

**Good job! As you can see, it's sometimes tricky to name the most important thing about the who or what. You'll have to be very careful, Readers and Coaches, to do well.**

**Now let's look at the Question Card once more and complete the third step, "Say the main idea in 10 words or less." Remember we said the most important who or what in this paragraph was "Carlos and Ann" and the most important thing about them was that they "were worried about performing in the play until their friend, Eric, arrived late." Now, I want you to think about how to say this main idea in 10 words or less. Then, Coaches, ask your partners to say their main idea statement and to count their words to see if they're 10 words or less. When you're finished, give me a thumbs up.**

Call on 3-4 pairs. Students are likely to share different statements.

**Thanks for sharing good ideas for main idea statements. On our Activity Packets, let's all write the same thing down as our answer. You should write "Carlos and Ann were worried**



## Guiding Points

Tell students that you want them all to write the same thing down as the correct answer:

**“Carlos and Ann were worried about performing until Eric arrived.”**

Write the previous statement on the line below “Main idea statement (10 words or less).”

Pause for students to copy the correct answer on their Activity Packets.

Tell students that you will be totaling team points today. Call on individual pairs to report their point totals to you. Recognize each team’s efforts and praise the winning team for this week.

Direct students to put away their PALS materials for the day. Award Bonus Points to pairs who worked exceptionally hard during today’s lesson.

**about performing until Eric arrived.”**

Pause for students to do this.

**If you or your partner said something similar to what we just wrote down, give yourself 2 extra points.**

Pause for students to do this.

**Great job! Now we will total our team points to find out who won this week. When I call your name, tell me the last number on your Point Sheet that is marked. Please listen carefully for your name.**



Call on each First Reader to report their point totals. Tally each team’s total and write it on the Score Sheet of your PALS Bulletin Board.

**Congratulations to this week’s winning team, the \_\_\_\_\_ Team! \_\_\_\_\_ Team, stand up and take a bow. Let’s give this team a hand.**

Allow the winning team to take a bow.

**Now, let’s also recognize the \_\_\_\_\_ Team because they worked hard this week as well. \_\_\_\_\_ Team, give yourselves a hand!**

Allow the second place team to receive applause.

**Nice job everyone! You worked very hard today. It’s time to put our PALS materials away. Next time, we will practice Paragraph Shrinking some more.**





# **Mini- Lessons**



# MINI-LESSON #1A

## READING FOR INFORMATION: Introduction

### Teacher Materials

#### 1. Transparencies:

Mini-Lesson 1 Activity Reading for Information		NAME _____	DATE _____
<b>A. How Are They Different?</b>			
<b>Questions</b>	<b>Jana Plays Softball</b>	<b>Giraffes</b>	
1. Is the passage mainly about a who or a what?			
2. Is the passage telling you a story or is it trying to teach you something new?			
3. Does the passage have dialogue?			
4. Does the passage have headings before some of the paragraphs?			

ML1.1 (Reading for Information, page 1)

B. Jana Plays Softball		NAME _____	DATE _____
<b>1. Jana's Idea</b>			
Jana sat in the locker room after gym class. Her head was hung low. Tryouts were going to be held tomorrow for the boys' softball team. Girls were not invited to the tryouts. There was not a girls' softball team. Jana really wanted to play softball. "It's not fair," Jana thought, "but only boys can play on the team."			
Suddenly, Jana had an idea. True, the tryouts were only for boys, but what if she dressed as a boy and went to the tryouts? Would anyone know her? Jana was about the same size as the boys in her class. She could put her hair up in a cap and pull the cap down low over her eyes. Maybe no one would recognize her. The more Jana thought about the idea, the better it sounded.			
The next day, Jana showed up for the tryouts in an old pair of jeans, a ragged T-shirt, and a baseball cap pulled low over her face. She told the coach in a hoarse voice that her name was Joe. One by one, the boys showed how they could hit a ball, catch a ball, and run the bases.			
When Jana's turn came, she felt scared inside. What if she couldn't hit a ball as well as the boys? What if she wasn't picked for the team? "Oh, I know I can do as well as any of the boys," she thought. She stepped up to bat. The pitcher threw the first ball over Jana's head. "Oh great, a pitcher who can't pitch," Jana thought. The pitcher threw a second ball. The ball bounced off of Jana's foot. "Come on, pitcher. Throw me a good ball," yelled Jana in her hoarse voice. This time the ball flew by at a perfect level for Jana. She hit the ball squarely with her bat. Then she watched in surprise as the ball flew into the air and over the fence!			
As Jana turned back to watch the ball fly, her cap fell off of her head, and her hair tumbled down her back. "Look, Coach, Joe is a girl!" yelled the pitcher.			
"Why you are a girl!" said the coach as he walked up to Jana.			
"Oh, Coach," said Jana, "I just wanted to play ball and there is not a girls' team."			
"Well," said the coach, "with a batting arm like that, I think it would be great to have you on the team, girl or not!" The coach smiled and Jana smiled back. At last, she was going to have a chance to play softball on a real team.			

ML1.2 (Reading for Information, page 2)

C. Giraffes		NAME _____	DATE _____
<b>2. Hello, Up There!</b>			
Giraffes are the tallest land animals. A giraffe could look into a second-story window without even standing on its tip-toes! A giraffe's 6-foot neck weighs about 600 pounds. The legs of a giraffe are also 6 feet long. The back legs look shorter than the front legs but are about the same length. A giraffe's heart is 2 feet long and weighs about 25 pounds; its lungs can hold 12 gallons of air!			
<b>3. A Long Neck</b>			
How many bones are there in a giraffe's neck? Giraffes have seven neck vertebrae. Humans also have seven vertebrae. Vertebrae are bones that help make up the spinal column. A giraffe's vertebrae can be more than ten inches long!			
<b>4. Eating the Trees</b>			
Giraffes' long necks help them eat leaves from tall trees. Their favorite leaves are from the acacia tree. Acacia trees have long thorns. The thorns don't stop the giraffes. They simply eat them! 18-inch long thorns reach around the thorns. They also have thick, sticky saliva that coats any thorns they might swallow. Giraffes also have dark tongues. The dark tongues may protect them from sunburns. Giraffes in zoos will eat hay, carrots and leaf water biscuits.			
The giraffes have four stomachs like cows. It starts eating by chewing leaves. It swallows the leaves. It then brings the leaves back up to chew as cud. Cud is a ball of partly digested leaves. When giraffes aren't eating, they are chewing their cud.			
Giraffes can go a long time without drinking water. They get most of the water they need from the leaves they eat. Sometimes they drink from lakes or streams, but they don't like to bend over to drink. When they bend over, it is easier for hungry predators to attack. The lion is a predator that attacks giraffes. Giraffes in zoos drink water from buckets placed up high. Zookeepers place buckets high so the giraffes don't have to bend down to drink.			

ML1.3 (Reading for Information, page 3)

2. Overhead projector
3. Transparency pen
4. Timer

### Student Materials

1. Folder (one per pair) with:
  - Question Card
  - Correction Card
  - Point Sheet
  - PALS Bookmark
2. Reading books (one per pair)
3. Pencils
4. Post-It Arrows
5. ML1 Activity Sheet

### Notes

1. This is the first of a series of 3 mini-lessons on Reading for Information. These mini-lessons can be combined into a single 40-minute PALS session, or they can be used over the course of 1 week, with 1 mini-lesson taught at the beginning of each abbreviated PALS session.
2. In some states and some grades, fiction is referred to as "narrative," and non-fiction is called "expository." If your state or grade uses this (or other) language, feel free to substitute it.
3. Make copies of the Student Activity Packets such that you have enough for each student. Distribute these by placing two copies (one for each student) in the PALS folders.

### Guiding Points

Tell students that they will be learning how to do PALS with nonfiction texts, or informational texts.

Ask students to take out their Activity Sheets from their PALS folders and write their names on them. You should have placed these in their folders prior to the beginning of the lesson.

### It's time for PALS!

Monitor as students move to their partners and prepare their PALS materials. Award PALS points to pairs who set up correctly.

**Today we're going to start learning how to read for information during PALS. Usually we read fiction, but now we're going to learn how to do PALS with non-fiction, or informational, texts.**



**Please take your Mini-Lesson 1 Activity Sheets out of your PALS folder and write your name on it.**



## Guiding Points

### Use T-ML1.1 (Reading for Information, page 1).

Students will use their Activity Sheets for Mini-Lesson 1B and 1C also.

Explain that students must understand the difference between fiction and informational texts before they can learn how to do PALS with informational texts. You will read two different passages aloud to them. Tell students to focus on the following questions while you are reading the passages:

I. Is the passage mainly about a who or a what?

II. Is the passage telling you a story or is it trying to teach you something new?

III. Does the passage have dialogue?

IV. Does the passage have headings before some of the paragraphs?

### Use T-ML1.2 (Reading for Information, page 2).

Read the first two paragraphs of "Jana Plays Softball" aloud to the class. Afterwards, replace Transparency ML1.1 (Reading for Information, page 1) on the overhead projector.



Use Transparency ML1.1 (Reading for Information, page 1). Point to part A, How Are They Different. Students will use these Activity Sheets for Mini-Lessons 1B and 1C also. Make sure that they keep them in their PALS folder at the end of the day.

Before we learn how to do PALS with informational texts, we need to be able to tell the difference between fiction and informational texts. To begin, I'll read two passages to you. One of the passages is fiction, a story like we've been reading in PALS so far. The other passage is informational text.

After we read each passage, we'll be answering some questions on our Activity Sheets. There are 4 questions that help you know if a book or article is fiction or informational text. Let's read these together.



Read the following from the Activity Sheet and have students read along with you.

1. Is the passage mainly about a who or a what?

2. Is the passage telling you a story or is it trying to teach you something new?

3. Does the passage have dialogue?

4. Does the passage have headings before some of the paragraphs?



Use Transparency ML1.2 (Reading for Information, page 2).

"Jana Plays Softball" is fiction, or a story. So, we're going to fill in the Activity Sheet to learn the clues that tell us if a book is fiction or informational text.

Read only the first 2 paragraphs aloud to the class. Afterwards, replace Transparency ML1.1 (Reading for Information, page 1) on the overhead projector.



## Guiding Points

Ask students the following questions:

Is the passage telling you a story or is it trying to teach you something new?

What is the story about?

Does the passage have dialogue?

How do you know that the passage has dialogue?

Direct students to copy down the answer to each question on their Activity Sheet.

Now that I've read some of "Jana Plays Softball" let's answer question #1: Is the passage mainly about a who or a what?

*STUDENTS: The passage is mainly about a who.*

Right. Let's write this down on our Activity Sheets. Can you name the main who?

*STUDENTS: The main who is Jana.*

Write "A who. (Jana)" in the first box in the second column.

**Good. Stories, or fiction, are often about a who. That is one way to help decide whether a passage is fiction or informational.**

**Note:** You may want to clarify further that non-fiction can also be about a who, as in the case of biographies.

Now let's look at question #2: Is the passage telling you a story or is it trying to teach you something new?

*STUDENTS: The passage is telling a story.*

That's right. Let's write this down by the second question.

Write "Telling you a story" in the second box in the second column.

What is the story about?

*STUDENTS: The story is about a girl who wanted to play softball.*

**So, when a passage is telling you a story, is it fiction or informational text?**

*STUDENTS: Fiction.*

Right. Let's look at question #3: Does the passage have dialogue?

*STUDENTS: Yes.*

**Good. How do you know that the passage has dialogue?**

*STUDENTS: There are quotation marks in some places.*

**Good. Let's write "Yes" in the answer box by this question.**

Write "Yes" in the third box in the second column.



## Guiding Points

Does the passage have headings before some of the paragraphs?

Use T-ML1.3 (Reading for Information, page 3).

Read the first 2 sections of “Giraffes” aloud to the class.

Use T-ML1.1 (Reading for Information, page 1).

Ask students to answer the following questions:

Is the passage mainly about a who or what?

Can you name the main what?

So, quotation marks give us a clue that a passage is...

*STUDENTS: Fiction!*

You’ve got it. Now let’s answer the last question: Does the passage have headings before some of the paragraphs?

*STUDENTS: No.*

Right. So, when there are no headings in a text, that’s a clue. What does this clue tell us?

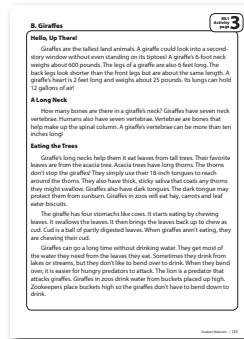
*STUDENTS: The clue tells us that the text is fiction.*

Great. Let’s write “No” in the second column by that question.

We just finished a fictional text, so I’ll bet you can guess what type of text the next one is!

*STUDENTS: Informational!*

Nice job. So, now we’re going to read from “Giraffes,” an informational text. We’re going to learn the clues of informational texts.



Use Transparency ML1.1 (Reading for Information, page 3). Read the first 2 sections of “Giraffes” aloud to the class.

Once finished, replace Transparency ML1.1 (Reading for Information, page 1).

Now that I’ve read part of “Giraffes,” let’s answer question #1: Is the passage mainly about a who or what?

*STUDENTS: The passage is mainly about a what.*

Right. Can you name the main what?

*STUDENTS: The main what are giraffes.*

Good. Let’s write this down on our Activity Sheets.

Write “A What (Giraffes)” in the first box of the third column on the overhead projector.

So, now we know our first clue that a passage is



## Guiding Points

Ask students to answer the following questions:

Is the passage telling you a story or is it trying to teach you something new?

Does the passage have dialogue?

Does the passage have headings before any of the paragraphs?

informational text. What is the clue?

*STUDENTS: The passage is about a what.*

**Exactly. What about question #2: Is the passage telling you a story or is it trying to teach you something new?**

*STUDENTS: It's trying to teach us something new.*

**That's correct. Let's write this down.**

Write "Teaching you something new" next to the question on the overhead projector.

**What is this passage teaching you about?**

*STUDENTS: It's teaching us about giraffes.*

**Great. So, when a passage is teaching us something new, that's a clue that it's what type of text?**

*STUDENTS: Informational.*

**Okay. Now let's look at question #3: Does the passage have dialogue?**

*STUDENTS: No.*

**Good. Let's write that down.**

Write "No" in the third column next to the question on the overhead projector.

**Let's look at the last question: Does the passage have headings before any of the paragraphs?**

*STUDENTS: Yes. The passage has headings before some of the paragraphs.*

**Good job. Write this down.**

Write "Yes" in the third column next to the question on the overhead projector.

**So now we have our last two clues about informational texts. What are they?**

*STUDENTS: The passage doesn't have dialogue and there are headings.*



## Guiding Points

Use the Activity Sheet to compare and contrast the answers from the “Jana Plays Softball” (fiction) story with the “Giraffes” Reading for Information text. Tell students that texts like “Giraffes” are Reading for Information.

Show students a fiction book and an informational book and describe the features of each. Have students tell you if they think the book is fiction or non-fiction.

Ask students to help you think of types of material that contain informational text.

Choose a couple of the activities to practice or conduct a condensed session of PALS by reducing all of the times for the activities.

**Exactly. So, now we know how to tell the difference between fiction and informational texts. Now, let’s summarize what we learned about the differences between fiction and informational texts. Who can tell me the clues that a passage is fiction?**

*STUDENTS: The passage is about a “who,” tells a story, includes dialogue, and does not have headings.*

**Great job. Now, what are the clues that a passage is informational text?**

*STUDENTS: The passage is about a “what,” teaches you something new, does not have dialogue, and has headings.*

For this next activity, you need two books, one fiction and one informational, to practice identifying the difference. Show students each book and describe its features (e.g., what it’s about and whether it has dialogue or headings).

**Good job! Now, let’s look at the example texts I have in front of me. I want you to tell me if you think this book is fiction or informational and why.**

Call on students to respond. Correct them as necessary.

**Why types of reading materials contain informational text?**

Students should respond with ideas like newspapers, textbooks, magazines, etc.

**Excellent! Those are all good examples of reading that you might do to learn information. In the next couple of days we’re going to be learning how to do the different PALS activities when we are reading for information. Now, let’s practice regular PALS for the rest of today’s session.**

Choose a couple of the activities to practice or conduct a condensed session of PALS by reducing all of the times for the activities. For example:

Partner Reading – 3 minutes each reader

Retell – 1 minute

Paragraph Shrinking – 3 minutes each reader

Prediction Relay – 3 minutes each reader

**TOTAL: 19 minutes.**



# MINI-LESSON #2

## RETELL: Retelling Events in Sequence

### Teacher Materials

#### 1. Transparencies:



ML2.1 (Retell Practice)

2. PALS prompt cards (from students' folders)
3. Overhead projector
4. Transparency pen
5. Timer

### Notes

1. Expected Training Time: 5-7 minutes
2. Conduct "OPENING" and "LESSON" just before practicing Partner Reading. Conduct "CLOSING" just before practicing Retell.

### OPENING

#### Why do we do Retell?

Take student answers and discuss the points below:

- To become better readers and to improve comprehension.
- To tell the most important events in the story.

#### What makes a good retell?

Take student answers and discuss the points below:

- Each statement tells a single event/detail.
- The retell names events in the right sequence.
- Retell statements tell events that happened in the section of the story just read.
- Retell covers all the important events/details of that part of the story.

### LESSON

Today we are going to discuss telling events in the order they happened during the story.

- When you do Retell, it is important to tell events in the same order that they happened in the part of the story you just read.
- Understanding the order of events is just as important as understanding the events.



- A good retell will name events in the same order as they happen in the story.
- If you are unsure about the order of events, you can look back at the part of the story you just read.

## CLASS PRACTICE

Read the story on Transparency ML2.1 (Retell Practice). Tell the students that you are going to retell the first part of the story. You want them to listen and tell you if your Retell statements are good, and if not, explain why.

- **Possible Retell statements:**
  - **“The principal called all the boys trying out for the team to the gym.”**  
(Other things happened before this, so it is in the wrong order.)
  - **“Randy woke up early the morning of the basketball tryouts.”** (Correct)
  - **“This was the first year Westview School had a team, and Randy wanted to be one of the first players.”** (Correct)
  - **“John ran to catch up with Randy.”**  
(Randy saw his mom and ate breakfast first, so this is out of order.)
  - **“At 6 o’clock, Randy got up, got dressed and went to the kitchen for breakfast.”** (Correct)

Direct students to provide Retell statements for the remainder of the story. Evaluate and provide feedback as needed.

- **Possible Retell statements:**
  - **“Randy’s mom was frying bacon and eggs.”**
  - **“Randy felt too scared to eat.”**
  - **“Randy’s mom encouraged him to eat by convincing him that he needed energy before the tryouts.”**
  - **“After eating breakfast, Randy headed off to school.”**
  - **“On his way to school, Randy met his best friend, John.”**
  - **“John believed that Randy would make the basketball team.”**
  - **“During tryouts, Randy tried his best and forgot all about being scared.”**

## CLOSING

Now you will practice on your own. While doing Retell, remember:

- Retell helps us become better readers and improve comprehension.
- Retell shows that we understand what we read.
- Good Retell statements name events in the same order as they occur in the story.



# MINI-LESSON #5

## PARAGRAPH SHRINKING: Naming the Most Important Who or What

### Teacher Materials

#### 1. Transparencies:

##### PARAGRAPH SHRINKING Practice

**Practice 1:**  
Chad just moved to California last month. As he began to make new friends, he soon discovered that he was the only one of his friends that didn't know how to surf. One day his friend April asked him if he would like to learn. She wanted to teach him. Chad happily agreed and made plans to meet April the next morning for his first lesson.

**Practice 2:**  
The next morning, Chad woke up excited but scared. He met April at the beach just as the sun was beginning to come up. She explained how to attach the board to his ankle so the bigger waves wouldn't carry it away. She told him not to worry if he fell the first couple of times.

"Falling is natural and that even the best surfers fall from time to time," she told him. Then she taught him how to paddle out into the ocean. When they were far enough from shore, she showed him how to jump onto the board at just the right moment.

**Practice 3:**  
As another wave came closer to the shore, Chad decided that he would try to catch it. Nervously, he watched as it came closer and closer. He waited for just the right moment, and then quickly jumped up onto his surfboard. It was amazing! He did it right and stayed up on the first try. He gently coasted toward the beach.

**Practice 4:**  
April had never seen anyone learn so fast. She was so busy watching Chad that she didn't notice the huge wave right behind her. It hit her hard, knocked the board out from under her and pushed her under the water. Luckily, she came back up a few seconds later. When she saw Chad holding her surfboard, she swam over and met him on shore. With a shy smile, he said, "Don't worry April. Falling off is natural. Even the best surfers fall from time to time."

"Well," she answered, "I guess that makes me one of the best!" They both laughed and walked back to meet their friends.

ML5.1 (Paragraph Shrinking Practice)

### Notes

1. Expected Training Time: 5-7 minutes
2. Conduct this lesson just before practicing Paragraph Shrinking.

### OPENING

#### Why do we do Paragraph Shrinking?

Take student answers and discuss the points below:

- To become better readers and to improve our comprehension.
- To make good main idea statements.
- To show that we understand what we just read.

#### What makes a good main idea statement?

Take student answers and discuss the points below:

- Saying the most important who or what.
- Saying the most important thing about the who or what.
- Answers to the first 2 questions should be used to say the main idea in 10 words or less.

### LESSON

Today we're going to discuss naming the most important who or what.

- Before you can say a good main idea statement, you must identify the most important who or what.
- The most important who or what is usually mentioned often in the sentences you read.
  - If it is a who, most of the sentences tell about them or what they are doing.
  - If it is a what, most of the sentences provide information about it.



- Sometimes there will be more than 1 important who or what.

Some questions good readers ask themselves when determining the who or what are:

- Is the who or what in the paragraph?
- Is the who or what the focus of the paragraph?
- Could the story happen without the who or what?
- Is there more than 1 important who or what?

## CLASS PRACTICE

Read the first paragraph from Transparency ML5.1 (Paragraph Shrinking Practice). Have a student prompt you using the Question Card after you read. (Student should ask you to [1] name the most important who or what.) Provide the following responses to this question and have the students evaluate.

- **Possible Responses:**
  - **"April."**  
(April is mentioned in the paragraph, but she isn't the most important who or what in the paragraph.)
  - **"California."**  
(California is not the most important who or what because it is only mentioned once as a detail. Chad just moved to California, but the paragraph isn't really about California.)
  - **"Chad's friends."**  
(Chad's friends are mentioned and are important, but they're not the most important who or what. Most of the sentences in the paragraph are not about Chad's friends.)
  - **"Chad."**  
(Correct. Chad is the most important who or what in this paragraph. Most of the sentences are about Chad. He is the main character. We learned that he just moved to California, he is the only one of his friends that cannot surf, and April has agreed to teach him how to surf.)

Read additional paragraphs from Transparency ML5.1 (Paragraph Shrinking Practice). Have students respond to the first paragraph shrinking prompt. Have students evaluate the responses. Provide feedback as needed.

## CLOSING

Now practice on your own. While you're doing Paragraph Shrinking, remember:

- Paragraph Shrinking helps us to become better readers and improves our comprehension.
- Good readers and coaches work hard to make sure that main idea statements include the most important who or what, the most important thing about the who or what, and provide as much information as possible in 10 words or less.
- The most important who or what is described in most of the sentences you read.
- Sometimes there will be more than one most important who or what.



# MINI-LESSON #9

## PREDICTION RELAY: Making a Good Prediction

### Teacher Materials

#### 1. Transparencies:

##### PREDICTION RELAY Practice

Danielle was so excited that this day had finally come. Her class was going on a field trip to the zoo, and they were looking forward to seeing all the animals they had learned about in class. On this beautiful morning, the class arrived to the zoo and divided into smaller groups. Each group spent most of the morning seeing the birds, giraffes and elephants.

The weather was perfect for a picnic, so when lunch time came, Danielle's group sat down in a small park to eat. Some students had brought their lunch, while others had brought money to buy lunch at the concession stand. Danielle had brought money and decided to buy a hot dog.

She headed over to the hot dog stand and watched the vendor put together the perfect hot dog. But when she took out her money to pay, the vendor surprised her.

"It looks a little on the cool side," he said. "So don't worry about paying for it. This will be my treat for the day."

She thanked the man and joined the rest of her group in the park. As the group talked and ate, Danielle was distracted by one of the boys in her class who was sitting alone nearby, looking at them. She went up to the boy and introduced herself.

"Hi, I'm Danielle," she said. "What's your name?"

"Billy," he replied.

"Where's your lunch, Billy?" she asked him.

"I left my lunch money at school," he told her. "So, I don't have a lunch!" Danielle said, "It'll be right back. Please wait for me a minute." She ran off and went to the hot dog stand. She bought another hot dog, came back towards Billy and handed him the hot dog.

"Wow! Thanks!" said Billy.

"No problem. I was just paying on the kindness that someone gave to me," she replied. "You should come over and sit with the rest of our group!"

"Thanks. I think I will," he replied. Billy joined Danielle and her friends and happily ate his hot dog.

T48531

Transparencies 127

ML9.1 (Prediction Relay Practice)

2. PALS prompt cards (from students' folders)
3. Overhead projector
4. Transparency pen
5. Timer

### Notes

1. Expected Training Time: 5-7 minutes
2. Conduct this lesson just before practicing Prediction Relay.

### OPENING

#### Why do we do Prediction Relay?

Take student answers and discuss the points below:

- To become better readers and to improve our comprehension.
- To make sure the reader can use the main idea and/or the details in the part of the story they just read to anticipate (predict) what might happen next.

#### What makes a good prediction for Prediction Relay?

Take student answers and discuss the points below:

- Only use main ideas and/or details from the part of the story you just read.
- The prediction is likely to happen in the NEXT half page.

### LESSON

Today we are going to talk about making good predictions.

- A good predictor uses main ideas and/or details from the part of the story s/he just read to make up a statement (or prediction) that is likely to happen in the NEXT half page.

Some questions good readers ask themselves when making a prediction:

- What was the main idea of the page I just read?
- Is my prediction reasonable?
- Could this happen within the NEXT half page of the story or not until later in the story?



## CLASS PRACTICE

Use Transparency ML9.1 (Prediction Relay Practice) to practice with students. Read the first half page aloud to the class. In this section, you take the role of the 1st Reader. The Class is your Coach. Make at least one BAD predication about the next half page for the class to catch.

- **Possible Predictions for the 2nd half page:**
  - **“Danielle will go ride a roller coaster next.”**  
(The zoo doesn’t have roller coasters. This is not a reasonable prediction.)
  - **“The class will go back to school because the teacher forgot to collect permission slips.”**  
(The first paragraph tells us that the class has already arrived at the zoo. This is not a reasonable prediction.)

Discuss why your prediction was BAD. Be sure to note that you did not use details from the story to help you make the prediction.

Now, make a “GOOD” prediction.

- **Possible Prediction for 1st half page:**
  - **“Danielle will eat her free hot dog and buy ice cream with the money she has left.”**  
(Specific names of the characters are stated, and details from what was just read explain the prediction.)

Discuss why your prediction was GOOD. Be sure to note the details you used to help you make the prediction.

Now, take the role of the Coach. Call on students to take turns making predictions for the next half page. Discuss why students’ predictions were good or bad. Be sure to question students about which details they used to help make their predictions. Repeat as needed.

## CLOSING

Now you will practice on your own. While you are doing Prediction Relay, remember:

- Prediction Relay helps us to become better readers and it improves our comprehension.
- A good prediction will tell what might happen on the NEXT page or half page of the story.
- A good prediction uses main ideas and/or details from what you just read.





# MINI-LESSON #10

## STUDENT BEHAVIORS: Pairs Cooperating Together

### Teacher Materials

1. Whiteboard or poster and markers

### Notes

1. Expected training time: 5-10 minutes
2. Conduct this lesson at the beginning of PALS.
3. Before teaching this lesson, you may want to re-pair some of your partners if you feel that they're experiencing difficulties working together.
4. You and your students will be developing a list of things you can say that show cooperation. You may wish to make a poster so these phrases can be posted in the classroom.

## OPENING

Lately, some of you have had difficulty working with your partner. If you and your partner are not cooperating and you are arguing, you are not learning as much during PALS. Today, we're going to talk about ways we can work together better.

When we work well together, which PALS Rule are we following?

Students should respond that Rule #3, "Cooperate with your partner," has to do with working together. Discuss the points below.

- Cooperating with your partner means that you always act politely and kindly.
- Cooperating means that you work together to fix problems.

Today, we're going to learn more about cooperating with our partners.

## LESSON

### ACTING POLITELY AND KINDLY

To follow PALS Rule #3, you have to be polite and kind to your partner.

Let's imagine that your partner gets the answer wrong and you can tell that they feel very sad. What would a polite and kind partner say to that person?

Take student responses. On the board, overhead, or a poster-size sheet of paper, write some of the best ones. Some possibilities: You're still working really hard. Keep it up! I know you can do it. Making mistakes is part of learning, so it's okay. Everyone makes mistakes, so don't worry.

### WORKING TOGETHER TO FIX PROBLEMS

Now, let's imagine that you and your partner disagree. [Write the sentence "He read a book" on the board. Underline the word 'read.'] One of you says that this word says /reed/ and one of you thinks it says /red/. What are some things someone might say that would not be working together to fix the problem?

Take 2-3 student responses.



**Yes, all of those things are about arguing or being mean. Okay, so now let's talk about things you can say to show that you and your partner are working together to fix the problem. What could you say to work together on this problem?**

Take student responses. Add the best responses to your list. Some examples: Let's read the sentence again to figure it out. Maybe you're right: Let's re-read to be sure. I'm not sure; should we ask the teacher?

## **CLASS PRACTICE**

**I am really impressed with how well you understand cooperation. I would like to practice this with you now. I am going to say something, and I think you will probably disagree. I would like to hear things you could say that show cooperation. [Write: My babysitter went home when my parents got back.] I'm going to read this sentence: My baby *sister* went home when my parents got back.**

Take students' responses to help you correct the mistake. Disagree with students (keep saying that you're correct), but also model kindness. Examples: I think I'm right, but we should try to figure this out. I thought it sounded right when I read it; what should we do? Thank you for trying to help. I'm not sure I understand you. Can you explain it again? Relent after 3 tries.

**Excellent job cooperating with me. Now, let's imagine I am upset because I can't read a lot of words and I don't want to keep reading. How will you cooperate with me to help me start reading again?**

Take students' responses to encourage you to start reading again.

**Once again, great job! Finally, what I'd like to do is have you show kindness to your partner. Right now, say some polite and kind things to your partner.**

Give students 1 minute to say polite and kind things. Circulate. When students finish, compliment students on particularly nice things. Give bonus points if you wish.

## **CLOSING**

**I can tell that you are all really working on cooperating. I am excited to see you cooperating! Cooperating helps PALS run more smoothly and you all will learn a lot more. I will be watching for good cooperation today and will give bonus points to pairs that cooperate really well. Remember that cooperating means 2 things:**

- **Act politely and kindly.**
- **Work together to fix problems.**