

PEER-ASSISTED

LEARNING

STRATEGIES

First-Grade Reading PALS



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Dear Educator,

Thank you for your interest in PALS Reading. We are pleased to offer you this excerpt to review.

These pages from the **PALS First Grade Reading Manual** are provided as a courtesy to allow you to preview a representative sampling of the manual contents. This excerpt includes the following sections:

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INTRODUCTION

Welcome to the 2011 revised edition of First Grade Reading PALS! We are very pleased to share this evidence-based program with you. Before you begin to learn about the program, we would like to tell you a little about how this program came to be.

In the early 1990s, we developed “Peer-Assisted Learning Strategies” (PALS) for grades 2-6. It is a peer-mediated instructional program to strengthen reading comprehension. It reflects a strategy for re-organizing the classroom into student pairs, which we borrowed from Classwide Peer Tutoring, a program developed by The Juniper Garden Children’s Project (University of Kansas). The specific reading activities of the PALS program for grades 2-6 (e.g., Retell, Paragraph Shrinking, Prediction Relay) are based on research on reading behavior that distinguishes strong from weak comprehenders of narrative and expository text. Several evaluations of PALS, conducted by us and by others independent of us, have shown that it strengthens reading fluency and comprehension among a majority of participating students, and does so among high-, average-, or low-achieving students. The effectiveness of PALS for grades 2-6 encouraged us to extend the program down to first grade and kindergarten, and up to high school.

As part of our development of First Grade PALS, we conducted a study in which we compared students who participated in the program with students in a control group. PALS students practiced sound-symbol correspondence (e.g., a = /a/), blended graphemes in words (e.g., cat = /kat/), and read sight words and stories. In comparison to controls, First Grade PALS students did much better in terms of their knowledge of sound-symbol correspondence, blending and segmenting sounds, word reading, spelling, and reading comprehension. Our research findings supported the notion that our First Grade PALS program had “value-added.” The activities we tested in our research are now the First Grade PALS components known as Saying Sounds, Sounding Out, Sight Words, and Story Reading.

In the First Grade PALS study just mentioned, we also wanted to see whether PALS students would benefit from reading fluency practice. Therefore, one of the PALS groups in the study practiced fluency, plus all of the other activities. A second PALS group engaged in the other activities, but not in the fluency practice. Students who participated in the fluency practice made greater gains in reading fluency and reading comprehension than the other PALS group. On this basis, we made fluency practice part of First Grade PALS. That fluency activity is now called the Speed Game.

We’re glad you have decided to use First Grade PALS in your classroom. First Grade PALS has been researched by us and others and has a track record of success. We also think you will find it feasible to implement. It takes about 40 minutes per day, and we encourage you to conduct it 3 days a week. In our research, we conducted it for between 15-20 weeks. We have provided a set of scripted lessons to make it easier for you to train your students. We know the school day is already very busy, but we believe you will find this evidence-based program worthwhile.

Since we first published First Grade PALS, thousands of manuals have been distributed, and many teachers have told us how much they like it. However, the manual’s appearance has not kept up with the times. So we decided in 2010 to give it a 21st century look. Several changes have been made to the content. We have added new optional tools, like a new version of the points sheet (pp. 293-295) and bookmarks designed for coloring (pp. 319-325). We would like to thank Elizabeth Marrin for her hard work on the revised edition.

We hope you enjoy implementing First Grade PALS with your students!



INTRODUCTION

WHAT'S IN THIS MANUAL

The purpose of this manual is to provide you with all the information you need to use PALS in your classroom. The manual is divided into 6 sections and an appendix.

The first section gives an overview of PALS activities and a timeline for implementing them. This section also includes guidelines for scheduling PALS sessions, preparing materials, pairing students, and forming class teams.

In the second section, there are 8 training lessons to teach students how to implement PALS. Each lesson begins with a list of necessary materials. Next, there is a teacher-directed section to help you briefly introduce the activities. Then students practice the PALS activities with their partner.

Partner Reading training lessons are in the third section of this manual.

In the fourth section, you will find the teacher-directed Hearing Sounds lessons.

PALS lessons are in the fifth section. We recommend photocopying one set of lessons for each student pair. Lessons 1 through 4 are one page long, and lessons 5 through 70 are two pages. We recommend you copy them double-sided.

In the Appendix, there are additional materials needed to conduct PALS. In Appendix C - Teacher Reference, you will find the Reference Cards and Lesson Sequence. You will need both at the beginning of each PALS lesson.

All of the teacher-directed PALS training lessons are presented in the form of scripts. These scripts were designed as guidelines. It is important to study these scripts before presenting the lessons. Successful PALS

teachers do not read the scripts to the class. Rather, they use their own words to convey the information. We encourage you to do the same.

OBJECTIVES

After studying this manual, you will be able to:

- Describe to parents, principals, and colleagues the benefits of conducting PALS.
- Pair students for PALS and assign pairs to class teams.
- Show students how to prepare their materials for PALS.
- Select children's literature for PALS activities.
- Teach students to conduct PALS activities correctly and independently

BENEFITS OF PALS

- Allows students to be successful.
- Motivates students to become better readers.
- Involves all students, and gives lower-performing students an opportunity to play an important role in a valued activity.
- Fosters positive and productive peer interactions.
- Helps students decode and understand text.
- Promotes fluent reading of text through repeated reading, teacher modeling, and self-monitoring of reading progress.
- Promotes greater reading achievement on standardized and informal tests.



OVERVIEW

FIRST READERS AND SECOND READERS

Students work in pairs. Students are matched so that there is a lower-performing and a higher-performing reader. (Information about pairing students begins on p. xiii). The lower-performing reader is the “First Reader” and the higher-performing reader is the “Second Reader.” The pairs complete the two-page Sounds and Words Lessons together. The lower-performing “First Reader” reads first.

COACHES AND READERS

In each pair, the students take turns doing the Coach and Reader jobs. The Reader reads aloud the words and sounds in the lesson. The Coach prompts the Reader, corrects mistakes, and marks happy faces and points when the Reader finishes an activity. The students switch roles so that both the First Reader and the Second Reader do the Coach and Reader jobs.

SOUNDS & WORDS

DESCRIPTION

Sounds & Words begins each day with the teacher directing instruction in segmenting and blending words and introducing new sounds and words. Then, four activities are completed by students with their partners: Saying Sounds, Sounding Out, Sight Words, and Stories.

OBJECTIVES

Sounds & Words focuses on phonological awareness and decoding skills. Students will:

- Understand that words are made of letters.
- Identify letter-sound correspondences.
- Blend letter sounds together to make words.
- Read sight words quickly.
- Decode words.
- Read sight words and decodable words in connected text.

STUDENT ACTIVITIES

- Saying Sounds:** Students say the sounds of letters on the lesson sheet
- Sounding Out:** Using a series of phonetically regular words, students say the sounds in each word slowly without stopping between sounds before they read them.
- Sight Words:** Students read common sight words. Starting at Lesson 20, sight words are grouped into phrases to promote fluency.
- Stories:** Stories include previously presented words as well as one or two new “Rocket Words”. “Rocket Words” make stories richer and more interesting to read. First, the teacher introduces the “Rocket Words” and reads the story to provide a model for fluent reading. The teacher emphasizes the importance of reading quickly and correctly. Then the students read the story with their partner. The Reader reads the story first, then the Coach reads the story.

Note: Pairs should work continuously on the PALS activities until the timer rings. It is likely that pairs will cycle through each activity more than twice. They may draw more happy faces and earn more points. It is important that they continue to switch roles of Reader and Coach.

SPEED GAME

To increase fluency and word recognition through timed reading and self monitoring, the pairs will play the Speed Game at the end of each Sounds & Words lesson. Each student reads for three timed trials, starting at the beginning of the section each time. The teacher tells students when to begin and stop.

OVERVIEW

PARTNER READING

To increase reading fluency and word recognition, pairs take turns reading pages from a book for 10 minutes beginning in the 10th week of PALS. The stronger reader reads a page first to model fluency, and the weaker reader rereads the page. This continues through the whole book, and then the pair switches roles. If they read the book twice, they switch again. Once a pair has read a book four times, the teacher gives them a new book.

TEACHER ROLE IN PALS LESSON

The Sounds & Words activities can be difficult for first graders to learn without modeling. Therefore, 8 teacher-directed training lessons are to be conducted with your entire class during Weeks 1 and 2 of the 1st Grade PALS reading program. These lessons will familiarize your students with the Sounds & Words format and demonstrate how they're expected to work with their partners. Study each lesson beforehand. Then present it in your own words.

TEACHER ROLE AFTER TRAINING

After the first two weeks, you will conduct a brief teacher-directed lesson called "Hearing Sounds" at the beginning of each PALS session. To prepare for the teacher-directed lessons, please refer to the Daily Reference card and the Lesson Sequence (both are in the Appendix C - Teacher Reference section of the manual). The Lesson Sequence will show you the new sound or sight word for each lesson. It will also show you the new "Rocket Words" (in bold) and old rockets (underlined). Please keep both the Daily Reference card and the Lesson Sequence on hand, so you can refer to them when you do PALS.

NEW SOUND

When a new sound appears in a PALS lesson, you will present it to the students at the beginning of the PALS session. Write the sound on the board and model saying it to the students. Then ask the students to tell you the

sound in unison when you point to it.

Be careful to pronounce isolated sounds just as they are pronounced in words. For example, "r" is pronounced /rrr/, not /er/, and "b" is pronounced /b/, not /buh/. It is important to emphasize the difference between stop and continuous consonants (see chart below). When sounding out words, say stop sounds quickly; hold continuous sounds for about 2 seconds. All vowels are continuous sounds.

Stop Consonants	Continuous Consonants
b, c (/k/), d, g, h, j, k, p, qu (/kw/), t, x (/ks/), ch	f, l, m, n, r, s, v, w, y, z, th, sh

HEARING SOUNDS / SOUNDING OUT

Each time you do PALS, you will segment and blend the words in the Teacher-Directed Hearing Sounds lessons (in "Hearing Sounds" section) with the whole class. The words on your sheet are the same as those on the student lessons. For each word, you will ask students to first say the sounds (segmenting). Then ask them to sound it out and read it fast (blending).

NEW SIGHT WORD

Write new sight words on the board and model reading them. Then ask the students to read them.

STORIES

Write new "Rocket Words" on the board (they appear in bold print in the lessons and Lesson Sequence) and model saying them for the students. Then ask the students to read them in unison. Quickly remind students of old "Rocket Words" (underlined words in the Lesson Sequence). Then read the story to your students. Emphasize that you will read the story quickly and correctly.



TIMELINE

WEEK	LESSONS	TIME (minutes per session)
Week 1	Training Lessons 1-4	30 minutes
Week 2	Training Lessons 5-8	30 minutes
Week 3-9	Independent PALS (3 sessions per week): <ul style="list-style-type: none"> Hearing Sounds (Teacher-Directed) Sounds & Words Speed Game: Sight Words 	3 minutes 15 minutes 6 minutes
Week 10	Independent PALS (3 sessions per week): <ul style="list-style-type: none"> Hearing Sounds (Teacher-Directed) Sounds & Words Speed Game: Sight Words Partner Reading Training (2 out of the 3 regular PALS sessions) 	3 minutes 15 minutes 6 minutes 15 minutes
Week 11 onward	Independent PALS (3 sessions per week): <ul style="list-style-type: none"> Hearing Sounds (Teacher-Directed) Sounds & Words Speed Game: Stories Partner Reading 	3 minutes 15 minutes 6 minutes 10 minutes

Note: Add one minute per activity to account for transitions.



TEACHER PREPARATION

SCHEDULING (beginning week 3)

Once students are doing PALS independently, schedule PALS for three 40 minute sessions per week, on the same days and at the same time. Try to schedule PALS as part of the normal reading period when all students are present. Please do not sacrifice recess, snacks, or other fun activities for PALS.

PREPARING MATERIALS

To be an effective PALS teacher, you should have all the necessary materials assembled and ready before each PALS session.

TEACHER MATERIALS

- Timer or stopwatch (not provided)
- Calculator for adding team points (not provided)
- Pairs/Teams Assignment Chart (p. 275)
- Score Board (p. 281)
- PALS Rules (p. 279)
- Daily PALS Reference Card (pp. 329-331)
- Lesson Sequence (pp. 333-335)
- Hearing Sounds lessons (starting on p. 61)
- Student Lessons (beginning on p. 131)
- Speed Game Charts (pp. 297-317)
- PALS Bookmarks (pp. 319-325) and/or other prizes for Speed Game (not provided)

STUDENT MATERIALS

- PALS Lessons (beginning on p. 131)
- Point sheet (pp. 293-295)
- Pencils (not provided)
- Speed Game Charts (pp. 297 - 317)
- Books for Partner Reading (not provided)
- Folder for each pair (not provided)

CLASSROOM DISPLAY

To communicate to your students that PALS is an important and exciting activity, you may wish to display the following materials on a PALS bulletin board.

- PALS Rules
- Pairs and Teams Assignment Chart
- Score Board
- Correction Procedures

SELECTING TEXTS OF APPROPRIATE DIFFICULTY FOR PARTNER READING

Placing students in reading material of appropriate difficulty is critical to the success of PALS.

Each day, you will select at least one book for each pair to read during Partner Reading.

Select books for Partner Reading that the higher-performing readers (Second Readers) can read independently, with at least 95% accuracy. In other words, students should be read books in which Second Readers make no more than one error in a 20-word sentence. A text too difficult for the Second Reader will frustrate both the First and Second Reader.

In general, the books also should be at about the instructional level (at least 85% accuracy) of the lower-performing readers.

- Repeated exposure to the same books will increase your students' ability to read the stories independently, and will facilitate their story comprehension. However, make sure to rotate books at least once a week so between pairs they are exposed to a variety of books.
- Books should be brief enough for pairs to read at least twice during Partner Reading.

PAIRING STUDENTS

Rank your students in terms of reading skill. Oral reading fluency for words or passages is a good source of data to do this, but you may use

TEACHER PREPARATION

your judgement as well. Write the name of your strongest reader at the top of the list, then write the name of your second-best reader and so on, ending with the weakest reader at the bottom. Then divide the list in half. Pair the strongest reader in the top half with the strongest reader in the lower half. Do the same with the second strongest readers in the top and lower halves. Continue this process until all students have a partner. When pairing students, please also consider their social skills, ability to cooperate, and individual needs.

SAMPLE PAIRING SCHEME

High-Performers (HP)	Lower-Performers (LP)	Pairs
Top HP	Top LP	Pair A
2 nd Ranked HP	2 nd Ranked LP	Pair B
3 rd Ranked HP	3 rd Ranked LP	Pair C
4 th Ranked HP	4 th Ranked LP	Pair D
5 th Ranked HP	5 th Ranked LP	Pair E
6 th Ranked HP	6 th Ranked LP	Pair F
7 th Ranked HP	7 th Ranked LP	Pair G
8 th Ranked HP	8 th Ranked LP	Pair H
9 th Ranked HP	9 th Ranked LP	Pair I
10 th Ranked HP	10 th Ranked LP	Pair J

ASSIGNING STUDENTS TO TEAMS

After students are paired, divide pairs into two class teams. Try to match the two teams by placing pairs of near equal ability on opposite sides. Pairs and teams remain the same for 4 weeks. Record the Pairs and Teams on the Pairs/Teams Assignment Chart.

Each pair’s point sheet total will contribute to their team score.

SAMPLE TEAM ASSIGNMENTS

Red Team	Blue Team
Pair A	Pair B
Pair C	Pair D
Pair E	Pair F
Pair G	Pair H

HANDLING ABSENTEES AND ODD NUMBERS

When students are absent or you have an odd number of students, you will need to create groups of three called triads. Consider the following:

- In a triad, the two higher-performing students should take turns reading first, while the lowest -performing student says “What word?” etc.
NOTE: Do not place students with disabilities or very low-performing students in a triad for more than a day or two.
- Allow a very socially-skilled, high-performing student in the triad to be a “rover” to substitute for other students when they are absent.

MOVING STUDENTS TO AND FROM PARTNERS

There are two options for positioning PALS partners together:

- We recommend assigning partners adjacent seats for the 4 weeks they are paired. This eliminates the need for movement before and after each PALS session.
- If partners do not usually sit together, designate one as the “mover” and one as the “stayer” for the 4 weeks they are paired.

MONITORING AND AWARDING POINTS

After you have trained your students to participate independently in PALS activities, you will need to walk around the class and provide appropriate feedback. It is important that most students master one lesson before moving to the next. It is not necessary for every pair to be on the same lesson. Students earn points that contribute to their team score. They earn points by:

TEACHER PREPARATION

- Completing each activity in Sounds & Words and Partner Reading.
- Working cooperatively.

Successful PALS teachers give “bonus” points for on-task and cooperative behavior. Give bonus points often, but in small amounts. Be sure to explain exactly why you are giving these points.

ANNOUNCING FIRST- AND SECOND-PLACE TEAMS

On the last day of PALS each week, you will direct each pair to report their total points for the week, and you will record these on the Pairs/Teams Assignment Chart. Add the points, post the totals on the Score Board, and announce the first- and second-place teams.

If you have an odd number of pairs, add the points of the pair with the highest number of points to both team scores. Tell this pair that they are on the winning team because they have earned the most points.

SPEED READING CHARTS AND INCENTIVES

Students use a series of motivational charts for the Speed Game. When students increase the number of words read from the first trial, they record this on their charts. Emphasize to your students the importance of trying to improve their own reading speeds. Praise and award points to pairs that help each other read quickly and correctly.

IMPORTANT DETAILS

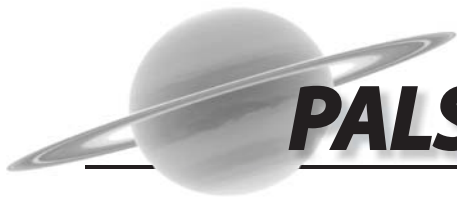
It is important for you to encourage the following behavior during PALS:

- **The Coach corrects all errors immediately.** The Coach should follow explicit correction procedures taught during the training sessions when the Reader makes errors in any of the PALS activities.
- **Readers must demonstrate mastery.** Each PALS lesson builds on the last. Therefore, it is important that students master each lesson before moving on. If the correction procedure is followed each time an error occurs, mastery should be achieved. A student should miss no more than two sounds in the Saying Sounds activity and no more than two words in the Sight Words activity.
- **Demonstrate your preference for positive constructive behaviors and statements.** One of the PALS goals is to encourage positive peer interactions. Since this behavior does not come naturally to all students, award bonus points, remind students to praise each other, and model appropriate praise.



PALS TRAINING LESSONS

DO NOT REPRODUCE WITHOUT WRITTEN PERMISSION



PALS TRAINING LESSON 1

(Expected training time: 15 minutes)

TEACHER MATERIALS

1. Transparencies

PAIRS AND TEAM ASSIGNMENT CHART

Team	1st Reader	2nd Reader	3rd Reader	4th Reader	5th Reader	6th Reader	7th Reader	8th Reader	9th Reader	10th Reader	Total Team Points
Team 1											
Team 2											
Team 3											
Team 4											
Team 5											
Team 6											
Team 7											
Team 8											
Team 9											
Team 10											

(T - 1) Pairs/Teams Assignment chart

MOVING RULES

- 1 Take your PALS materials with you.
- 2 Leave your chair when you move.
- 3 Move quickly and quietly.
- 4 Sit beside your partner.

(T - 2) Moving Rules (optional)

LESSON 1

What sound?

a m t ★ f a m

a t m a t ★ a

m t a m t a ★

(p. 133) Sounds & Words Lesson 1

CORRECTION PROCEDURE

Sounds

Stop.

That sound is _____.

What sound?

Start the line again.

(T - 7) Correction Procedure: Sounds

POINT SHEET

1st Reader	2nd Reader	3rd Reader	4th Reader	5th Reader	6th Reader	7th Reader	8th Reader	9th Reader	10th Reader
1	10	15	20	25	30	35	40	45	50
55	60	65	70	75	80	85	90	95	100
105	110	115	120	125	130	135	140	145	150
155	160	165	170	175	180	185	190	195	200
205	210	215	220	225	230	235	240	245	250
255	260	265	270	275	280	285	290	295	300
305	310	315	320	325	330	335	340	345	350
355	360	365	370	375	380	385	390	395	400
405	410	415	420	425	430	435	440	445	450
455	460	465	470	475	480	485	490	495	500
505	510	515	520	525	530	535	540	545	550
555	560	565	570	575	580	585	590	595	600
605	610	615	620	625	630	635	640	645	650
655	660	665	670	675	680	685	690	695	700
705	710	715	720	725	730	735	740	745	750
755	760	765	770	775	780	785	790	795	800
805	810	815	820	825	830	835	840	845	850
855	860	865	870	875	880	885	890	895	900
905	910	915	920	925	930	935	940	945	950
955	960	965	970	975	980	985	990	995	1000

(T - 3, T - 4) Point sheet

2. Overhead projector
3. Transparency pen

STUDENT MATERIALS

1. PALS Folder

POINT SHEET

1st Reader	2nd Reader	3rd Reader	4th Reader	5th Reader	6th Reader	7th Reader	8th Reader	9th Reader	10th Reader
1	10	15	20	25	30	35	40	45	50
55	60	65	70	75	80	85	90	95	100
105	110	115	120	125	130	135	140	145	150
155	160	165	170	175	180	185	190	195	200
205	210	215	220	225	230	235	240	245	250
255	260	265	270	275	280	285	290	295	300
305	310	315	320	325	330	335	340	345	350
355	360	365	370	375	380	385	390	395	400
405	410	415	420	425	430	435	440	445	450
455	460	465	470	475	480	485	490	495	500
505	510	515	520	525	530	535	540	545	550
555	560	565	570	575	580	585	590	595	600
605	610	615	620	625	630	635	640	645	650
655	660	665	670	675	680	685	690	695	700
705	710	715	720	725	730	735	740	745	750
755	760	765	770	775	780	785	790	795	800
805	810	815	820	825	830	835	840	845	850
855	860	865	870	875	880	885	890	895	900
905	910	915	920	925	930	935	940	945	950
955	960	965	970	975	980	985	990	995	1000

(T - 3, T - 4) Point sheet

LESSON 1

What sound?

a m t ★ f a m

a t m a t ★ a

m t a m t a ★

(p. 133) Sounds & Words Lesson 1

2. Pencils



PALS TRAINING LESSON 1

STUDENTS WILL LEARN

- to move to their partners in less than 2 minutes.
- to be Coach and Reader for Saying Sounds.
- to mark points.
- to say letter sounds /a/, /m/, and /t/.

PREPARATION

- Make a transparency of Sounds & Words Lesson 1 (p. 133).
- Set up overhead projector and organize transparencies.
- Assign First Readers (lower-performing students) and Second Readers.
- Write names of student pairs and team members on Pairs and Teams Assignment chart transparency.
- Determine how partners will move to each other:
 - Assign seating with pairs together
 - OR Assign half of the class to move for PALS. Place an asterisk next to the names of those students on the Pairs and Teams Assignment Chart.
- Place lesson sheets in PALS folders. Assign folders to pairs and write folder letters on the Pairs and Teams Assignment Chart.

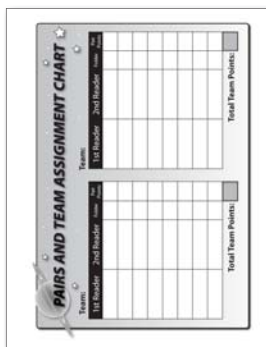
INTRODUCTION

Today, I'm going to tell you about a new part of our reading program. It's called PALS. During PALS, you will work with a partner. You will help each other to become better readers. What will you and your partner do during PALS?

Students: We'll help each other become better readers.

You will learn how to read new sounds and words. You will also practice reading stories. What will you practice during PALS?

Students: Reading sounds, words, and stories.



(Put Pairs and Teams Assignment Chart transparency (T - 1) on overhead.) Here is a list of partners for the next 4 weeks. Listen as I tell you who your partner is. (Tell partners.)

MOVING RULES (optional)

Note: We recommend seating pairs in adjacent seats so that they do not have to move for the four weeks that they are paired. If students will move, teach Moving Rules now. Place an asterisk next to the name of each Mover on the Pairs and Teams Assignment Chart.

You need to sit together for PALS. In each pair, only one of you will change seats.

Tell students who will move that they are the movers.

Before you practice moving to your partner, I'm going to tell you some important rules, so listen carefully.



Point to each rule on the Moving Rules transparency (T - 2) as you discuss it.

The first rule is, "Take your PALS materials with you." You and your partner will need two

TRAINING LESSON 1

things for PALS: a folder and a pencil. What are the two things you will need for PALS?

STUDENTS: A folder and a pencil.

The second rule is, “Leave your chair when you move.” Do you take your chair with you?

STUDENTS: No.

The third rule is, “Move quickly and quietly.” You will walk quickly to your partners without talking. Why do you think you need to move quickly and quietly?

STUDENTS: (Accept appropriate responses.)

The last rule is, “Sit beside your partner.” Quietly move a chair that is nearby and sit side by side with your partner. How will you sit with your partner?

STUDENTS: Side by side.

Ask two students to demonstrate sitting side by side.

That’s right, you need to sit side by side so both of you can see the materials. Who can tell us one of the moving rules?

Call on many students to repeat all the rules.

Great listening! Now you’re going to practice moving quickly and quietly. Movers, stand. Walk quickly and quietly to your partners.

Praise individuals who do well.

Movers, you did a great job moving. Everyone, shake hands with your partner. You will work together for 4 weeks. How long will you work together?

STUDENTS: 4 weeks.

PALS JOBS

In PALS there are two big jobs, Coach and Reader. All of you will take turns being the Coach and the Reader. When you are

the Coach, you will help your partner with reading. What will you do when you are the Coach?

STUDENTS: Help my partner read.

When it’s your job to be the Reader, you will read and try your best. What will you do when you are the Reader?

STUDENTS: Read and try my best.

Good. Remember, you will be a Coach and a Reader during every PALS session. What are your jobs during every PALS session?

STUDENTS: Coach and Reader.

Yes! What does the Coach do? What does the Reader do?

STUDENTS: As Coach, I will help my partner; as Reader, I will read and try my best.



Show the Pairs and Teams Assignment Chart transparency (T - 1).

You’re sitting with your partner. Let’s look at this chart again. On the chart, one of you will be called the First Reader and one of you will be called the Second Reader. I’ll read the names of each pair.

Point to the names of each pair as you read and say, “Joe and Janet are a pair, Joe is the First Reader. Janet is the Second Reader.”

First Readers, stand up. Good, you were listening. Now, Second Readers stand up. Great, you were good listeners too. Remember, both of you will be Coach and Reader during every PALS session. When you are not reading, you will be coaching your partner. You will be helping your partner become a better reader.

TRAINING LESSON 1

MATERIALS

You all did a super job getting ready for PALS by moving quickly and quietly. We just learned that you need a folder and a pencil for PALS. The Second Reader will be in charge of bringing the folder and the First Reader will get out a pencil. Who will bring the folder?

STUDENTS: The Second Reader.

That's right. Who will get out the pencil?

STUDENTS: The First Reader.

Second Readers, when I call your name, come up and get your folder. Meanwhile, First Readers, please take out a pencil.

Call Second Readers' names and give each a folder.

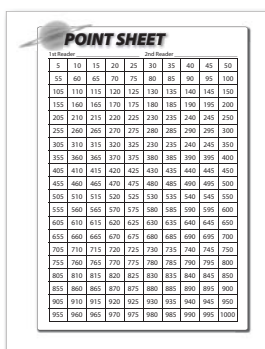
Second Readers, place the folder between you and your partner.

Hold up a folder and point as you talk about what is inside.


You did a nice job putting the folder where both of you can see it. First Readers, open the folder. In one pocket of your folder there are lesson sheets. In the pocket on the other side there are point sheets.

POINTS

Note: This section is based on the basic points sheet with 400 points. You can substitute the sheet with 1000 points that counts by 5, but you will need to change the script somewhat.



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
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961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980
981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000

 Place Point Sheet transparency (T - 3 or T - 4) on the overhead.

Second Readers, take out a points sheet, then close your folder and write your name on the top of the point sheet

where it says Second Reader. (Demonstrate on the transparency.) First Readers, write your name on the line where it says First Reader. (Demonstrate on the transparency.)

You will have a chance to earn lots of points during PALS. You and your partner will use one point sheet to keep track of these points. You'll earn points for reading and for working cooperatively with your partner. How can you earn points?

STUDENTS: Reading and cooperating with my partner.

Good. You'll also earn points for following directions. What's another way you can earn points?

STUDENTS: Following directions.

Watch how I mark a point on the point sheet. (Demonstrate by quickly drawing a line through a number on the transparency.) First Readers, mark 2 points for listening carefully while I was telling you about points. Second Readers, mark 2 points for sitting quietly while your partner marked points. How many points do you see on this page?


STUDENTS: 400

If you work very hard, you can fill the entire sheet! How many points can you earn altogether?

STUDENTS: 400

The points you and your partner earn each week will be given to your team. There will be two teams in our class: The Red Team and the Blue Team. You and your partner will be on either the Red or Blue Team.

Note: You can have the teams come up with their own team names instead of using "Red" and "Blue."

 Show the Pairs and Teams Assignment Chart transparency (T - 1).

TRAINING LESSON 1

(Point to the names on the Red Team.) **Raise your hand if your name is on the Red Team list. Good. You all are on the Red Team. Raise your hand if your name is on the Blue Team list. Good. You all are on the Blue Team.**

Give points for following directions.

Who remembers how many weeks you will work with your partner?

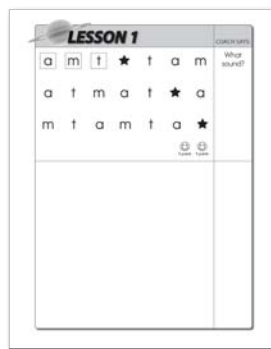
STUDENTS: 4 weeks.

That's right, you work with your partner for 4 weeks and you and your partner are on the same team for 4 weeks. At the end of each week we do PALS, we will count up all the points your team earned for good reading and good helping, and we will announce the winning team. What will we do at the end of the week?

STUDENTS: Count our points. Announce the winning team.

SAYING SOUNDS

The first activity that you'll do with your partner is called "Saying Sounds." When you do "Saying Sounds" with your partner, you'll complete a PALS Lesson sheet like this.



Place the PALS Sounds & Words Lesson 1 transparency (p. 133) on the overhead projector.

Remember, you will earn points for following PALS rules and doing PALS activities correctly.

"Saying Sounds" is important because it will help you read words you don't know. What will "Saying Sounds" help you do?

STUDENTS: Help us read words we don't know.

In "Saying Sounds," you say the sounds of all the letters. What will you do for "Saying

Sounds?"

STUDENTS: Say the sounds of all the letters.

Look at the letter in the first box. (Point to the /a/ sound on the lesson sheet.) When you see a letter in a box, you'll know it's the "new sound" for the day. What does the letter in the box mean?

STUDENTS: It's the new sound for the day.

Usually, we'll just have one new sound in a lesson. But today, we have three new sounds so that you will have enough sounds to practice with your partner. I'll always tell you the new sound for the day. Here's what I'll say. The new sound today is "/aaa/." Say it with me. /aaa/.

STUDENTS: /aaa/

Say it again. What sound?

STUDENTS: /aaa/

The next new sound is "/mmm/." Say it with me. /mmm/.

STUDENTS: /mmm/

Say it again. What sound

STUDENTS: /mmm/

Repeat process with /t/.

Now, I'll be your Coach for "Saying Sounds." All of you will be my Readers. Watch and listen to what I do.

Point to each letter on the transparency and say, "What sound?" Praise students by saying something positive like "Good job!" at each star. For continuous sounds like /aaa/ and /mmm/, hold your finger on the letter for 2 seconds. For stop sounds, like /t/ and /d/, lift your finger quickly.

As I pointed to each letter, what did I ask you?

STUDENTS: "What sound?"

TRAINING LESSON 1

What did I do when I touched a star?

STUDENTS: You said, "Good job!"

You're good listeners. Whenever you come to a star, you should tell your partner what a good job he or she is doing. What are some other nice things you could say to your partner?


Give points for good responses like "Terrific job!" and "Super duper!"

MAKING CORRECTIONS

There's one more thing you need to learn about "Saying Sounds" before you do it with your partner. When it's your turn to read, you must say all the sounds correctly. If you make a mistake, what do you think your partner should do?

STUDENTS: Help.

That's right.

 Use the same PALS Sounds & Words Lesson 1 transparency (p. 133). Choose a student to help demonstrate.

_____, will you come up and be my Reader?
_____ is going to say the wrong sound for this letter.

(Point to a letter and whisper an incorrect sound for the student to say.) **Everyone, listen to how I help when _____ makes a mistake.**

Student says incorrect sound.

Stop. That sound is _____. What sound? (Student says correct sound.) **Start the line again.**

Model starting the line again with the student.

What did I say first when _____ said the wrong sound?

STUDENTS: "Stop. That sound is ____."

Then what did I say?


STUDENTS: "What sound?"

You are good listeners. What is the last thing I told _____ to do?

STUDENTS: Start the line again.

Choose a few more students to make mistakes so you can model the correction procedure. Invite the class to be Coaches with you so that they can say the correction procedure with you.



 Place the Correction Procedure: Sounds transparency (T -7) on the overhead.

(Point to the steps of the Correction Procedure as you review them.) **Good job correcting mistakes! It's very important that**

you always correct each other when you make mistakes. So let's review one more time. First, you tell the correct sound. Then, you ask your partner to repeat the sound. And finally, you tell your partner to start the line again. Can you all tell me the correction procedure?

STUDENTS: "Stop. That sound is _____. What sound? Start the line again."

You did a good job doing "Saying Sounds" with me. Tomorrow you'll have a chance to try it with your partners. Second Readers put your point sheet back in your folders. First Readers, pick up your pencils.

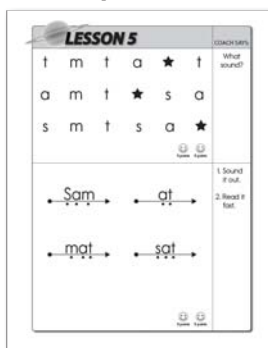
If students move, say: **Movers, move quickly and quietly back to your seats.**



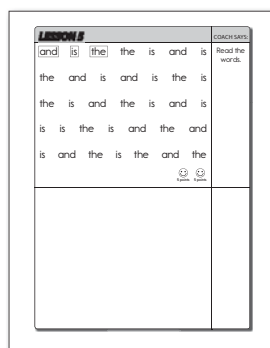
(Expected training time: 20-30 minutes)

TEACHER MATERIALS

1. Transparencies



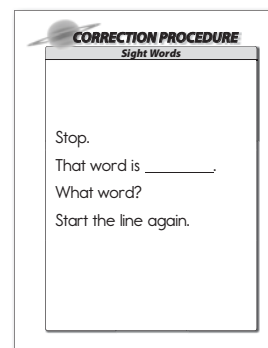
(p. 141) Sounds & Words
Lesson 5



(p. 142) Sounds & Words
Lesson 5

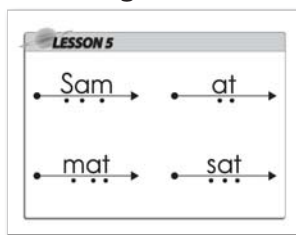


(T - 8) Sounding Out Correction Procedure



(T - 9) Sight Words
Correction Procedure

2. Hearing Sounds Lesson 5



(p. 65)

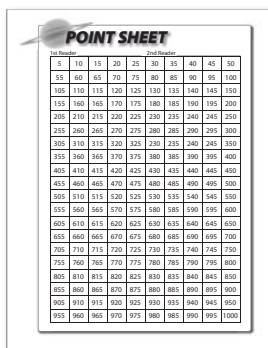
3. Overhead projector

4. Transparency pen

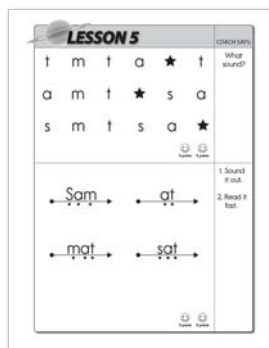
5. Timer

STUDENT MATERIALS

1. PALS Folder



(T - 3, T - 4) Point Sheets



(p. 141, 142) Sounds & Words Lesson 5

2. Pencils



PALS TRAINING LESSON 5

STUDENTS WILL LEARN

- to read sight words “and,” “is,” and “the.”

PREPARATION

- Make a transparency of Sounds & Words Lesson 5 (p. 141, 142).
- Make a copy or transparency of Hearing Sounds Lesson 5 to use with class (p. 65).
- Set up overhead projector and organize transparencies.
- PALS folders should be ready.

REVIEW PALS RULES

It’s time for PALS. Movers, move quickly and quietly to your partners.

Monitor students while they move.

Before we practice our sounds and words, let’s see if we remember the four PALS rules.

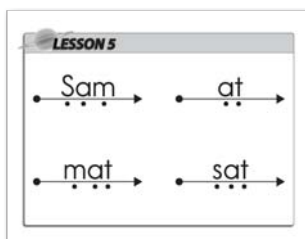
Review the four PALS Rules.

Great job remembering all the PALS rules. Second Readers, mark 2 points on your point sheet. Remember, you can earn points for reading with your partner, and for following the PALS rules. How can you earn points?

STUDENTS: By reading with our partner and by following the PALS rules.

TEACHER-DIRECTED HEARING SOUNDS AND SOUNDING OUT

First we’re going to say the sounds we hear in words. Then we’ll sound out the words and read them fast.



Hold up a copy of Hearing Sounds Lesson 5 (p. 65).

Remember, when we say the sounds we hear in words, we’ll hold up one finger for

each sound we hear. Ready? Say the sounds in “Sam”.

STUDENTS: /sssaaammm/

Nice job holding up a finger for each sound. Now let’s sound it out. Remember to point to each sound as we say it. (Point to each sound on the Hearing Sounds Lesson as you say each sound. Do not stop between sounds.)

STUDENTS: /sssaaammm/

Read it fast.

STUDENTS: “Sam”

Great job. (Repeat with “at”, “mat”, and “sat”.)

You did a nice job saying the sounds you hear in words and reading them. Now you’ll do “Saying Sounds” and “Sounding Out” with your partners.

SAYING SOUNDS AND SOUNDING OUT

Second Readers, take Lesson 5 out of your folders. We do not have a new sound today. When you’re the Coach, what do you say as you point to each sound?

STUDENTS: What sound?

TRAINING LESSON 5

Good. If your partner makes a mistake, how do you help him or her?

STUDENTS: Say, "Stop. That sound is _____. What sound? Start the line again."

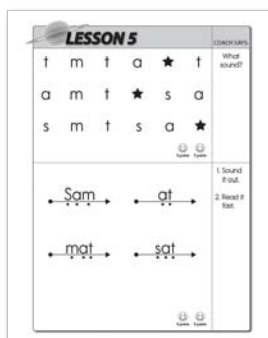
Great! And what do I say when I point to a star?

STUDENTS: Good job! Great! Super! etc.

Great! You're ready to practice "Saying Sounds" with your partner. First Readers, you will read first. Second Readers, you will be the Coach first.

Don't forget to mark your happy faces and points, and then switch jobs. Stop when the timer rings. **Begin.**

Set the timer for 3 minutes. Monitor and give bonus points. Draw additional happy faces for pairs when necessary. Stop when the timer rings.



T Now, let's look at "Sounding Out." (Place the Sounds and Words Lesson 5 transparency (p. 141) on the overhead projector. Point to the first word.) **You all will be my Coach and I will be the Reader.**

What is the first thing you tell me?

STUDENTS: Sound it out.

Sound out the word, pointing as you read.

And then what do you say after I sound it out?

STUDENTS: Read it fast.

Read word fast, pointing as you read.

Point to the rest of the words and continue to read while the students coach. Make a mistake on the last word.

I made a mistake. What is the first thing you'll

say to help me?

STUDENTS: Stop. That word is /sssaaat/, "sat".

Good. You showed me how to say it slow, then fast. What's the next thing you'll tell me to do?

STUDENTS: Sound it out.

/sssaaat/

STUDENTS: Read it fast.

"sat".

And what's the last thing you'll tell me to do?

STUDENTS: Start the line again.



T Practice the correction procedure more if needed. If you wish, place the Correction Procedure: Sounding Out transparency (T - 8) on the overhead.

Good job. Now you'll do "Sounding Out" with your partners. I'll give extra points to Coaches who listen carefully and help the Reader if they make a mistake. Remember to mark your happy faces and five points, and switch jobs. Stop when the timer rings. **Begin.**

Set the timer for 4 minutes. Monitor and give points. Draw additional happy faces for pairs when necessary. Stop when the timer rings.

SIGHT WORDS

You've done an excellent job working with your partners on the PALS activities so far. Today we have a new activity called "Sight Words."

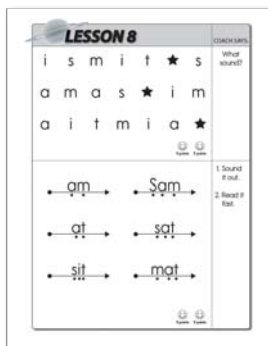


PALS TRAINING LESSON 8

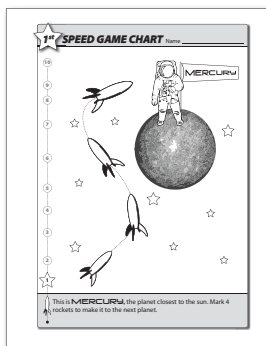
(Expected training time: 30-40 minutes)

TEACHER MATERIALS

1. Transparencies



(p. 147, 148) Sounds & Words Lesson 8

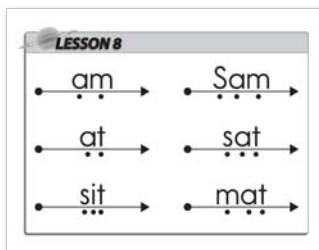


(p. 299) Speed Game Chart #1



(T - 7, T - 8, T - 9, T - 10)
Correction Procedures

2. Hearing Sounds Lesson 8



(p. 68)

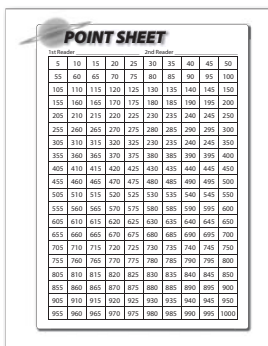
3. Bookmarks



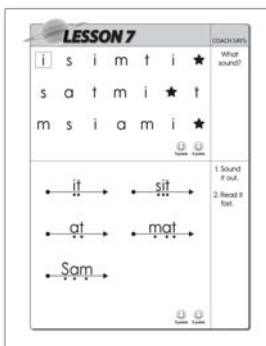
4. Overhead projector
5. Timer

STUDENT MATERIALS

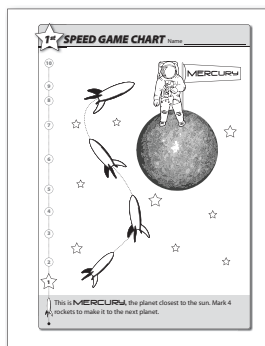
1. PALS Folder



(T - 3, T - 4) Point Sheets



(p. 147, 148) Sounds & Words Lesson 8



Speed Game Charts
(one per student)

2. Pencils



PALS TRAINING LESSON 8

STUDENTS WILL LEARN

- to read sight words “on” and “yellow.”
- to read the Rocket Words “boy” and “play.”

PREPARATION

- Make a transparency of Sounds & Words Lesson 8 (p. 147, 148).
- Make a copy or transparency of Hearing Sounds Lesson 8 to use with class (p. 68).
- Set up overhead projector and organize transparencies.
- PALS folders should be ready.

PALS RULES

It's time for PALS. Movers, move quickly and quietly to your partners.

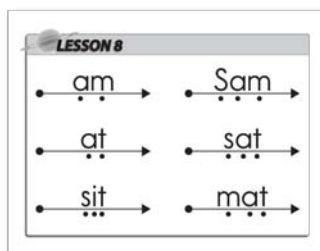
Students move to their PALS places.

Review rules, if needed.

Today you'll do Lesson 8 with your partners, and play the Speed Game with your sight words.

TEACHER-DIRECTED HEARING SOUNDS AND SOUNDING OUT

First we're going to say the sounds we hear in words. Then we'll sound out the words and read them fast.



Hold up a copy of Hearing Sounds Lesson 8 (p. 68).

Remember, when we say the sounds we hear in words, we'll

hold up one finger for each sound we hear. Ready?

Lead students through saying the sounds, sounding-out, and reading each word.

You did a nice job saying the sounds you hear in words and reading them. Now you'll do “Saying Sounds,” “Sounding Out,” “Sight

Words,” and “Stories” with your partners.

SAYING SOUNDS, SOUNDING OUT, SIGHT WORDS, & STORIES

When monitoring partners during PALS, give points to students who follow PALS procedures correctly and who use the correction procedures.

Readers, open your folders and take out Lesson 8 and your point sheets. Do we have a new sound today?

STUDENTS: No.

Now, quickly turn to the back of the lesson. We have two new sight words today. The first new word is “on.” What word?

STUDENTS: “on”

Have students practice telling each other the new word in their low voices.

The second new word today is “yellow.” What word?

STUDENTS: “yellow”

Have students practice telling each other the new word in their low voices.

Now you're going to do “Saying Sounds,” “Sounding Out,” and “Sight Words” with your partners.

TRAINING LESSON 8



Quickly review Correction Procedures for these activities. If you wish, place the Correction Procedures transparencies on the overhead projector (T - 7, T - 8, T - 9).

Don't forget to mark the happy faces and 5 points. Then switch jobs.

First, you'll do "Saying Sounds." Stop when the timer rings. Begin.

Set the timer for 3 minutes. Monitor and give points. Draw additional happy faces for pairs when necessary. Stop when the timer rings.

Good job doing "Saying Sounds" with your partners. Get ready to do "Sounding Out." Stop when the timer rings. Begin.

Set the timer for 4 minutes. Monitor and give points. Draw additional happy faces for pairs when necessary. Stop when the timer rings.

Good job doing "Sounding Out" with your partners. Now turn the lesson over to do the "Sight Words." Remember to tell your partner the two new words. Practice reading the words quickly and correctly, because that will help you with the Speed Game later. Don't forget to mark your happy faces and points, and switch jobs. Begin.

Set the timer for 3 minutes. Monitor and give points. Draw additional happy faces for pairs when necessary. Stop when the timer rings.

Nice job reading your sight words. I heard a lot of people reading quickly and correctly and helping their partners. You'll do a great job on our Speed Game today.

Now look at the story at the bottom of Lesson 8. We have two Rocket Words in our story today. The first rocket word is "boy". What

word?

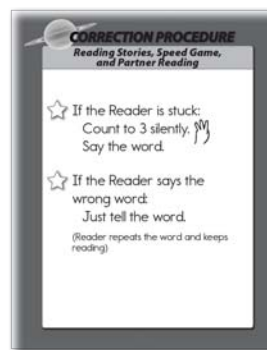
STUDENTS: "Boy"

Good. The second Rocket Word is "play". What word?

STUDENTS: "Play"

The new Rocket Words are in dark letters in your story. Second Readers, point to the word "boy" in your stories. Good. First Readers, point to the word "play" in your stories. Excellent. Listen as I read the story quickly and correctly. Help me if I make a mistake.

Model reading the story quickly. Make mistakes so the students can practice the correction procedure.



If you wish, place the Story Reading Correction Procedures transparency on the overhead projector (T - 10).

Nice job helping me. When you are the Coach, what do you tell your partner to do when it's time to read the story?

STUDENTS: Read the story.

That's right. When the Coach says, "Read the story," the Reader reads the story quickly and correctly. If your partner says the wrong word, how will you help him or her?

STUDENTS: Tell my partner the word. Then my partner will say it and keep reading.

Good. What if your partner gets stuck on a word?

STUDENTS: Count to 3 silently, then tell the word. Then your partner will repeat the word.

Practice the correction procedure with the students.

TRAINING LESSON 8

Now you're going to read the story with your partners. Try to read quickly and correctly. Don't forget to mark the happy faces and 5 points, then switch jobs. Stop when the timer rings. Begin.

Set the timer for 5 minutes. Monitor and give bonus points. Draw additional happy faces for pairs when necessary. Stop when the timer rings.

SPEED GAME

Now let's play the Speed Game. Who remembers how many times you each read the sight words?

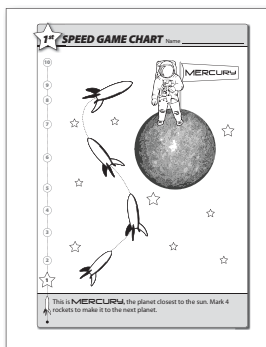
STUDENTS: 3 times.

That's right. Remember, each time that you read, you try to read more words than you did the first time. Remember to read quickly and correctly. Who are you racing against in this game?

STUDENTS: Ourselves.

Right. And what do you get to do if you read more words the second or third time than you did the first time?

STUDENTS: We get to mark an "x" on a rocket on our chart.



T If you wish, place the Speed Game Chart #1 (p. 299) transparency on the overhead projector.

Good remembering! Finally, how do you use the 3 second rule to help your partner if he or she

forgets a word?

STUDENTS: You count to 3 silently and then tell the word.

That's right. Then your partner repeats the

word and goes on reading. Do you have to count to 3 if your partner says the wrong word?

STUDENTS: No. Just tell them the right word.

Good. Second Readers, get ready to look and listen carefully so you can help your partner if he or she needs help. First Readers, put your finger on the first word. Remember to try to read quickly and correctly. Get ready. Go!

Time 1 minute.

Stop. First Readers, write the first letter of your first name under the last word you read, write the number "1" next to your initial and circle it. Then put your finger on the first word again. Get ready. Go!

Time 1 minute.

Stop. First Readers, write the first letter of your first name under the last word you read, write the number "2" next to your initial. Then put your finger on the first word again. Get ready. Go!

Time 1 minute.

Stop. First Readers, write the first letter of your first name under the last word you read, write the number "3" next to your initial. Raise your hand if you read more words the second or third time than you did the first time. If you did, mark an "x" on the next rocket on your chart.

Now it's the Second Reader's turn to play the Speed Game. First Readers, get ready to look and listen carefully so you can help your partner if he or she needs help. Second Readers, put your finger on the first word. Remember to try to read quickly and correctly. Get ready. Go!

Time 1 minute.

Stop. Second Readers, write the first letter of your first name under the last word you read,

TRAINING LESSON 8

write the number “1” next to your initial and circle it. Then put your finger on the first word again. Get ready. Go!

Time 1 minute.

Stop. Second Readers, write the first letter of your first name under the last word you read, write the number “2” next to your initial. Then put your finger on the first word again. Get ready. Go!

Time 1 minute.

Stop. Second Readers, write the first letter of your first name under the last word you read, write the number “3” next to your initial. Raise your hand if you read more words the second or third time than you did the first time. If you did, mark an “x” on a rocket on your chart.

Good job doing your PALS lesson with your partners.

Call on pairs to tell you their total points for the week. Add up points and announce the winning team.

Second Readers, put your lesson and point sheets back in your folders. **Movers**, move quickly and quietly back to your seats.



PARTNER READING



PARTNER READING

An Outline of Basic Procedures

- 1** Pairs take turns reading a book aloud for 10 minutes every PALS session.
 - The Second Reader reads the title, and then the First Reader reads the title.
 - The Second Reader finds the first page of the book.
 - The Second Reader reads a page of the book and then the First Reader reads the same page.
 - Pairs continue this procedure throughout the book.
 - Students point to each word as they read.
 - Students use a correction procedure.
 - If the students do not know a word, the student coaching raises his or her hand and asks the teacher.
- 2** After reading the book one time, students switch jobs and the First Reader reads each page first.
- 3** On the third reading, students switch jobs and the Second Reader reads each page first.
- 4** On the fourth reading, they switch jobs again.
- 5** After pairs read a book four times in a row, they receive a different book.
- 6** Pairs mark 5 points on point sheets each time they finish reading a whole book.



HEARING SOUND LESSONS

DO NOT REPRODUCE WITHOUT WRITTEN PERMISSION



LESSON 5

Sam

at

mat

sat



LESSON 8

am

Sam

at

sat

it

mat



STUDENT LESSONS

REPRODUCIBLE ONLY FOR YOUR CLASSROOM USE



LESSON 1

COACH SAYS:

a m t ★ t a m

a t m a t ★ a

m t a m t a ★



5 points



5 points

What
sound?



LESSON 5

COACH SAYS:

t m t a ★ t
a m t ★ s a
s m t s a ★



5 points



5 points

What sound?

• Sam →

• at →

• mat →

• sat →



5 points



5 points

1. Sound it out.
2. Read it fast.

LESSON 5

COACH SAYS:

and is the the is and is

Read the words.

the and is and is the is

the is and the is and is

is is the is and the and

is and the is the and the



5 points



5 points



LESSON 8

COACH SAYS:

i s m i t ★ s

What sound?

a m a s ★ i m

a i t m i a ★



5 points



5 points

am

Sam

at

sat

sit

mat

1. Sound it out.

2. Read it fast.



5 points



5 points

LESSON 8

COACH SAYS:

on yellow I yellow a on I

Read the words.

a on is yellow and yellow on

on I a yellow I on the

yellow on a yellow is yellow on

the yellow on I on and



5 points



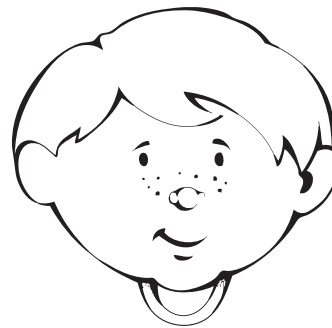
5 points

Sam

I am Sam.

I am a **boy**.

I **play** on a yellow mat.



Read the story.

boy

play



5 points



5 points



5 points



5 points



5 points



5 points



Go back to "Read the words."

rocket words





TRANSPARENCIES

APPENDIX A

REPRODUCIBLE ONLY FOR YOUR CLASSROOM USE

PAIRS AND TEAM ASSIGNMENT CHART

Team:			
1st Reader	2nd Reader	Folder	Pair Points
Total Team Points:			

Team:			
1st Reader	2nd Reader	Folder	Pair Points
Total Team Points:			



PALS RULES



Talk only to your partner and talk only about PALS.



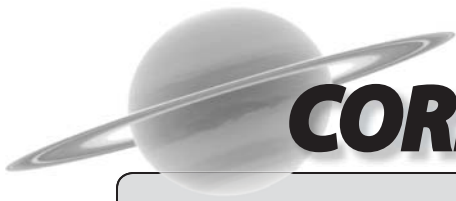
Keep your voice low.



Cooperate with your partner.



Try your best.



CORRECTION PROCEDURE

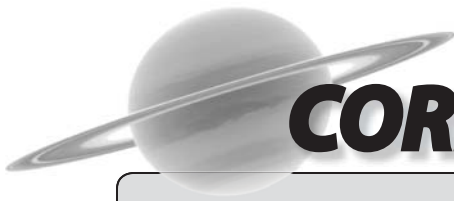
Sounds

Stop.

That sound is _____.

What sound?

Start the line again.



CORRECTION PROCEDURE

Sounding Out

Stop.

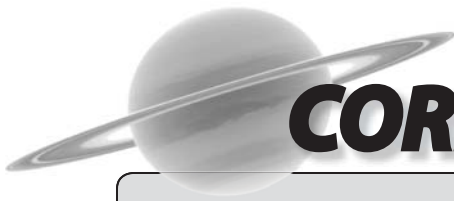
That word is _____ (sound out word).

_____ (read word fast).

Sound it out.

Read it fast.

Start the line again.



CORRECTION PROCEDURE

Sight Words

Stop.

That word is _____.

What word?

Start the line again.



CORRECTION PROCEDURE

Reading Stories, Speed Game, and Partner Reading



If the Reader is stuck:

Count to 3 silently. 

Say the word.



If the Reader says the
wrong word:

Just tell the word.

(Reader repeats the word and keeps
reading)



STUDENT MATERIALS

APPENDIX B

REPRODUCIBLE ONLY FOR YOUR CLASSROOM USE



POINT SHEET

1st Reader _____

2nd Reader _____

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



POINT SHEET

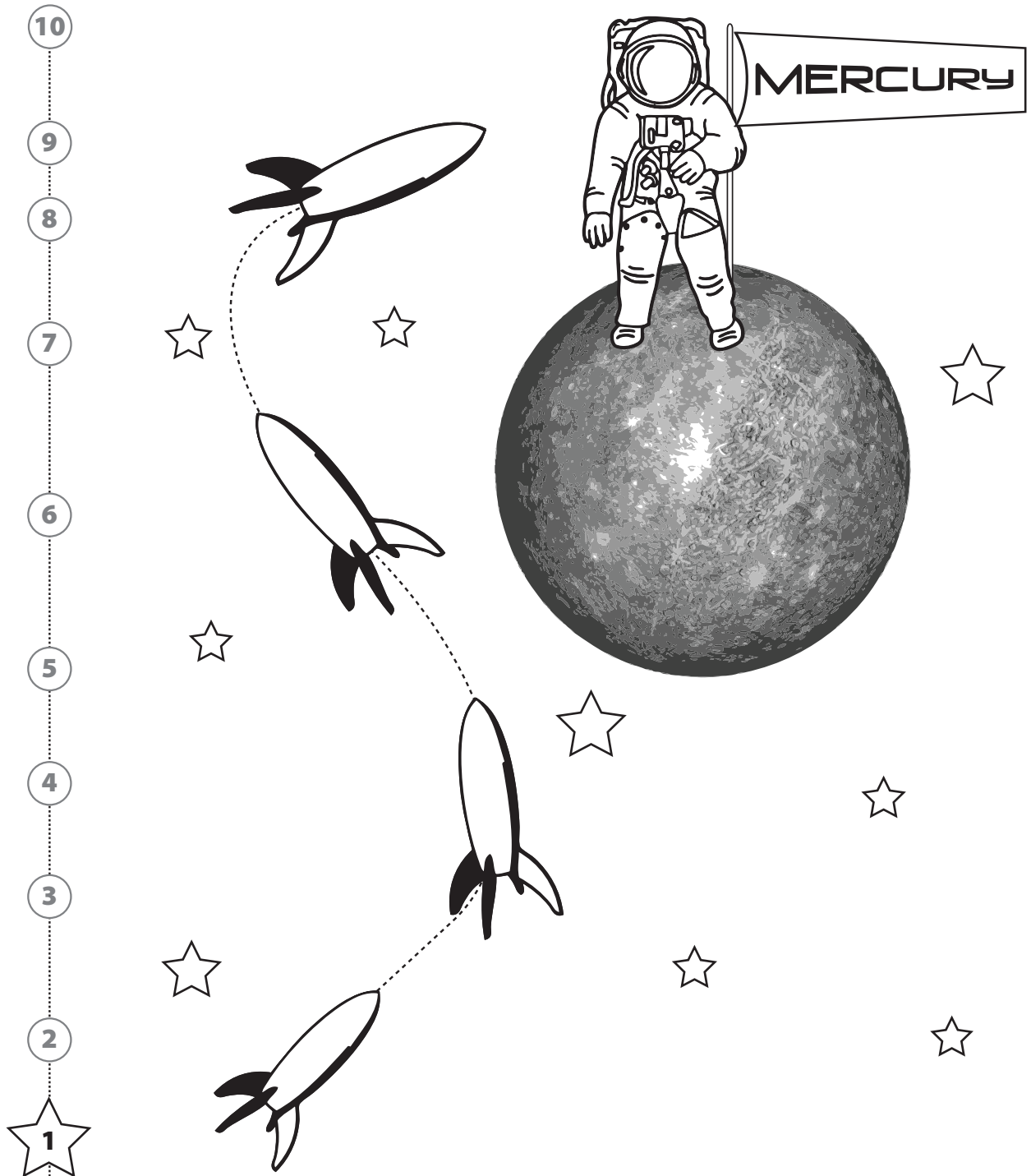
1st Reader _____ 2nd Reader _____

5	10	15	20	25	30	35	40	45	50
55	60	65	70	75	80	85	90	95	100
105	110	115	120	125	130	135	140	145	150
155	160	165	170	175	180	185	190	195	200
205	210	215	220	225	230	235	240	245	250
255	260	265	270	275	280	285	290	295	300
305	310	315	320	325	230	235	240	245	350
355	360	365	370	375	380	385	390	395	400
405	410	415	420	425	430	435	440	445	450
455	460	465	470	475	480	485	490	495	500
505	510	515	520	525	530	535	540	545	550
555	560	565	570	575	580	585	590	595	600
605	610	615	620	625	630	635	640	645	650
655	660	665	670	675	680	685	690	695	700
705	710	715	720	725	730	735	740	745	750
755	760	765	770	775	780	785	790	795	800
805	810	815	820	825	830	835	840	845	850
855	860	865	870	875	880	885	890	895	900
905	910	915	920	925	930	935	940	945	950
955	960	965	970	975	980	985	990	995	1000



SPEED GAME CHART

Name _____



This is **MERCURY**, the planet closest to the sun. Mark 4 rockets to make it to the next planet.



TEACHER REFERENCE

APPENDIX C

DO NOT REPRODUCE WITHOUT WRITTEN PERMISSION



PALS REFERENCE CARD

(First 10 weeks: before Partner Reading begins)

HELPFUL HINTS

- Keep a brisk pace.
- Review activities, corrections, and PALS rules as needed.
- Provide praise and bonus points when students follow PALS rules, cooperate with their partners, and use correction procedures.

TEACHER MATERIALS

- Timer
- *Hearing Sounds* lessons
- Lesson Sequence
- Extra Speed Game Charts
- PALS Bookmarks or other incentives

STUDENT MATERIALS

- Folders with Sounds and Words lessons, point sheets, Speed Game Charts, and pencil

PALS SESSION SEQUENCING

+/- 1 minute	Students move quickly and quietly to PALS places and get materials ready.
- 1 minute	Teacher introduces new sound(s) on Lesson Sequence.
+/- 3 minutes	Teacher does <i>Hearing Sounds</i> with students.
- 1 minute	Teacher introduces new Rocket Word(s) and reads story
3 minutes	Partners do: <i>Saying Sounds</i>
4 minutes	<i>Sounding Out</i>
3 minutes	<i>Sight Words</i>
5 minutes	Partners do: <i>Reading Stories</i>
+/- 1 minute	Students mark 5 points for each marked happy face.
6 minutes	Partners do: <i>Speed Game</i> with Sight Words.
- 1 minute	Students put away materials and return to seats.



PALS REFERENCE CARD

(Weeks 11 to 22: Includes Partner Reading)

HELPFUL HINTS

- Keep a brisk pace.
- Review activities, corrections, and PALS rules as needed.
- Provide praise and bonus points when students follow PALS rules, cooperate with their partners, and use correction procedures.

TEACHER MATERIALS

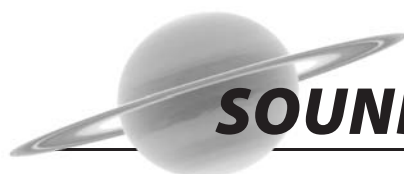
- Timer
- *Hearing Sounds* lesson
- Lesson Sequence
- Extra Speed Game Charts
- PALS Bookmarks or other incentives

STUDENT MATERIALS

- Folders with Sounds and Words lessons, point sheets, Speed Game charts, and pencil

PALS SESSION SEQUENCING

+/- 1 minute	Students move quickly and quietly to PALS places and get materials ready.
- 1 minute	Teacher does <i>Hearing Sounds</i> with students.
+/- 3 minutes	Teacher introduces new sound(s). See Lesson Sequence.
- 1 minute	Teacher introduces new sight word(s). See Lesson Sequence.
3 minutes	Partners do: <i>Saying Sounds</i>
4 minutes	<i>Sounding Out</i>
3 minutes	<i>Sight Words</i>
- 1 minute	Teacher introduces new rockets words (bolded on Lesson Sequence) and reviews old rocket words (underlined on Lesson Sequence) and models reading the story quickly and correctly.
5 minutes	Partners do: <i>Reading Stories</i>
+/- 1 minute	Students mark 5 points for each marked happy face.
6 minutes	Partners do: Speed Game with Stories
10 minutes	Partners do: Partner Reading
+/- 1 minute	Students mark 5 points each time they finish their Partner Reading book. Change books when a pair has read the same book four times in a row.
- 1 minute	Students put away materials and return to seats.



SOUND & WORDS LESSON SEQUENCE

The following chart shows the sequence in which skills are introduced. This may be helpful in determining appropriate lessons for students who may need more practice on certain skills.

WEEK	LESSONS	NEW SOUNDS	NEW SIGHT WORDS	ROCKET WORDS
1	1	a, m, t		
	2			
	3	s		
	4			
2	5		and, is, the	
	6			fuzzy
	7	i	l, a	
	8		on, yellow	boy, play
3	9		with	plays, car
	10	f	two	cars, crashes , plays, car
	11		have	new , car, play
4	12		find	play, new, cars, car, crashes
	13	d	has	baseball, boys , plays, play
	14	r	one	big, little , baseball, play
5	15		said, blue	new, car, crashes
	16	o	see	traps
	17	g	was	new, big, plays
6	18	n	come	bone, park
	19	p	to	throws , plays, park, play, bone
	20	h	away	jumps, water , plays, big
7	21		for, no	hungry , bone, jumps
	22	c	he	high, roof , jumps
	23		are	James, brother , baseball, throws, park
8	24	l	his	bike, ride , James
	25	e	you	friends, sandbox , James, new, play
	26		because, make	Grandma , new, plays, sandbox, jumps
9	27		her	Grandma, finds, new, play
	28	b	me, look	chasing , James, park
	29	w	down	sidewalk, cool , James, water
* 10	30	y	go	school , bike, sidewalk
*	31	k, ck	they	teacher , school, play, chasing, sidewalk
	32		into	save, saves , plays, new, park, jump
† 11	33	u	too, says	doctor , James, big, hungry, school, ride
	34	sh	here	office , doctor's, James, water, little
	35	j	be	TV , James, school, friends, play, water

* conduct Partner Reading training

† Speed Game changes to PALS Story

WEEK	LESSONS	NEW SOUNDS	NEW SIGHT WORDS	ROCKET WORDS
12	36	ch	your	school, James
	37	v	want, we	birthday party, McDonalds , James, friends
	38		what	say , James, park, school, McDonalds, sidewalk
13	39	th	our, do	open , big, birthday, bike, ride, James
	40		their, she	watch, thanks , James, ride, park, baseball, water, big, cars, bikes
	41		who	waves, hurt , James, park, bike, ride, crashes, big, watch, crash
14	42		some, of	tree , park, save, big, James, saves, thank
	43	ing	by	pool , Grandma
	44		now	late, note , school, rides, teacher, office
15	45		about	movies , James, sidewalk, Grandma, car, watch, baseball, school, playing
	46	ee, ea	good	buys , Grandma, movie, watch, James
	47	ed	my	playground, rope , James
16	48	er	were	field day , James
	49		when	time, line , school, James, teacher
	50	lr, ur	white	clothes, store , buy, Grandma, new, says
17	51		came	raining , friends
	52	ar	put	tool , car, store, bike
	53	aw	old	big, park
18	54			built, wood , Grandma, school
	55		soon	baby, both , friends, play
	56	ou/ow	over	friend, baby, boy, school, new
19	57	z	take	name, care, pajamas , new, baby, little
	58		could	James, store, little
	59		from	Coach, words , school, Grandma, playground
20	60	qu	give	practice, quiet , words, playground
	61	oo	going	today , field, Grandma, clothes, school
	62		many	animal, elephants , teacher, cool, James, waves, pool
21	63	ai/ay	where	show , boy, today, teacher, James, playground
	64		all, so	work, parents , teacher
	65	oi/oy		walk, walked , boy, teacher, little, park, new, playground, James, baseball
22	66	x	what	snake , big, school, boys, boy, show, quiet, teacher, time
	67	oa	know	very, tomorrow , James, snakes, big, snake, animals, teacher, time
	68	igh	there	fire, Grandpa , James, little, big, walk, animals
23	69	ol	once	stories, marshmallows , Grandpa, James, fire, boy
	70	or	like	drove, city , Grandpa, James, marshmallows