

Peer-Assisted Learning Strategies (PALS)

For High School Students



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Support for the development of this manual was provided in part by Grant #H133G90050 from the National Institute on Disability and Rehabilitation Research, and Core Grant #HD15052 from the National Institute of Child Health and Human Development.

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Dear Educator,

Thank you for your interest in the PALS High School Reading developed at Vanderbilt University. We are pleased to offer you this excerpt to review.

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

1. Table of Contents
2. Introduction
3. Lesson 1: Learning about PALS
4. Lesson 2: Partner Reading
5. Lesson 6: Reading for Information

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HIGH SCHOOL PALS

TEACHER MANUAL



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OBJECTIVES OF THIS MANUAL

After studying this manual, you will be able to:

1. Describe to parents, principals, colleagues, and interested others the benefits of conducting Peabody Peer-Assisted Learning Strategies (PALS).
2. Pair students for peer-assisted learning.
3. Show your students how to prepare their materials for peer-assisted learning.
4. Teach students how to conduct each reading activity.
5. Use Peabody Peer-Assisted Learning Strategies correctly and independently.

BENEFITS

Peabody Peer-Assisted Learning Strategies:

1. Increases students' opportunity to read.
2. Includes tasks that all students can perform successfully.
3. Motivates students to become better readers.
4. Expands instructional resources and strategies in the classroom.
5. Involves all students; creates opportunity for lower-functioning students to assume an integral role in a valued activity.
6. Provides for positive and productive peer interaction.
7. Enhances peers' social relationships.
8. Promotes greater student achievement in reading than more conventional reading strategies.

HOW TO USE THIS MANUAL

Overview

This manual was written to provide you with all the information you need to implement Peer-Assisted Learning Strategies (PALS) correctly in your reading class. We provided a list of project-related benefits, a timeline, and a detailed overview. We have given you a step-by-step description of the "set-up" procedures -- that is, how to schedule PALS sessions and pair your students. In subsequent sections, we present lessons to help you train your students in the PALS activities.

Training your students in the basic PALS procedures is very important. We have provided a training lesson that introduces students to the basic PALS procedures and six training lessons that focus on the PALS reading activities. These lessons are scripted with wording we have found to be successful in communicating what students must learn. An outline of the material covered in each lesson is presented at the beginning of each lesson.

How you present these lessons is your choice. In the past, teachers have told us that they studied the outlines to get a picture of what was covered in the lesson, but that they relied mostly on the wording of the scripts to present the material. Other teachers have done the opposite. They studied the scripts but relied mostly on the outline to guide their class presentations. Still others studied the scripts and highlighted the portions they intended to present like a script. When teaching PALS to their students, these teachers have used their own words most of the time, but have followed the script when they believed it was important. No matter how you decide to teach these lessons, you should feel comfortable elaborating on any concepts your students do not seem to understand.

In the appendix, a PALS Command card is provided. The Command card lists all the verbal directives you need during each PALS session. Please use this card until you are comfortable conducting the PALS sessions. The appendix also contains all the transparencies needed for training.

Reading Materials

Throughout the manual we make reference to PALS folders and reading packets. The PALS folders are double-pocketed folders, which you will need to purchase. In these folders, students will keep their PALS Question Cards and Record of Earnings Card. The reading packets contain thematically organized narrative and expository reading selections that we refer to as "articles." Although we do not provide these reading packets, there are several sources you can check for materials. One source is catalogues of educational materials. For our packets, we looked for materials that were described as high-interest, low-vocabulary text. We also searched through age-appropriate popular magazines and books such as Teen People and Chicken Soup for the Teenage Soul. Examples of topics that were covered in our expository materials were career options, consumer knowledge, government, and health. Whether you create your own reading packets or use readily available material, we encourage you

to use age-appropriate materials that are easy to read. Also, consider selecting materials that students will be able to complete in one PALS session.

When you introduce Lessons 1 to 4, we recommend that students read only narrative texts. After students have mastered the PALS activities with narratives, then you should introduce Lesson 6. This lesson explains how to conduct the PALS activities when reading expository text (magazines, newspapers, manuals, content area text books, etc.). Throughout Lesson 6, we refer to these reading materials as "Reading for Information."

Incentive Programs

An important element to the success of PALS is that students receive feedback contingent on performing specific behaviors. To ensure that this occurs, we developed a systematic feedback system. As part of this system, students earn PALS "dollars" for exhibiting the required behaviors. To keep track of their money, we provided students with check registers. We obtained check registers by contacting a local bank, First American, and asking for donations. If you do not wish to contact a local bank, a copy of a check register and sample check, which can be duplicated, are provided in the Supplemental Materials.

Periodically (at least once a month), students were given the opportunity to purchase tangible items with their PALS "dollars." Examples of some of the rewards were restaurant coupons, movie passes, CDs, and T-shirts. These items were acquired by contacting local businesses and nation-wide chains such as McDonalds, Wendy's, and Regal Movie Theaters. To make the "purchasing" process easier, we created PALS catalogues with listings and prices of all the items. Then, students would make their selections by filling out an order form and writing a check, making sure to deduct the spent amount from their check registers. We encourage you to implement an incentive system with your students. If you do not wish to reward your students with tangible items, an alternative might be to offer them certain privileges such as free homework passes or other age-appropriate ideas. If you choose not to have an incentive system, delete all references to it in the scripts before beginning training.

Beyond giving all students an opportunity to exchange their PALS "dollars" for tangible items, we also identified an "Employee of the Month." In addition to getting to purchase items from the PALS catalogue, this student was awarded ten dollars (in real money). The requirements for employee are discussed in the introductory PALS lesson. Again, this is optional. If you choose not to, however, delete all references to it in the scripts before beginning training.

OVERVIEW

Peabody Peer-Assisted Learning Strategies must be conducted every other day for about 17 weeks.

PALS ACTIVITIES:

- (a) Partner Reading
- (b) Paragraph Shrinking
- (c) Prediction Relay

COACHES AND READERS:

During PALS, students take turns as tutors and tutees. To make it easier for students to understand their roles, the tutor is referred to as the coach. The tutee is referred to as the reader.

OVERVIEW

WEEKS 1-2

In Week 1, students are introduced to the basic PALS procedures and Partner Reading. Then, in Week 2, Peabody Peer-Assisted Learning Strategies involves Partner Reading only. The procedures are:

PARTNER READING: (12 minutes)

1. The first reader reads aloud for 5 minutes.
2. The second reader reads aloud for 5 minutes.
3. For 2 minutes, the first reader and second reader alternate retelling the main things that happened in the story.

Then, students practice Partner Reading, including the helping strategies. The Partner Reading Helping Strategies are:

How to Help the Reader Figure Out Words:

Step 1

LOOK AT THE PARTS OF THE WORD

Step 2

SAY THE WORD VERY SLOWLY

Step 3

COACH SAYS THE WORD AND GOES ON.

or

COACH ASKS TEACHER FOR HELP.

Note

The coach follows the helping strategy steps in sequence.

OVERVIEW

WEEKS 3-5

In Week 3, Paragraph Shrinking is introduced. During Weeks 4 and 5, PALS activities consist of Partner Reading and Paragraph Shrinking. The Paragraph Shrinking procedures are:

PARAGRAPH SHRINKING: (10 minutes)

1. For 5 minutes, the first reader continues reading new text in the story, stopping after each paragraph to summarize the paragraph.
2. For 5 minutes, the second reader continues with new text, stopping after each paragraph to summarize the paragraph.

Then, students practice Paragraph Shrinking, including the helping strategies. The Paragraph Shrinking Helping Strategies are:

STRATEGY #1

IF THE READER'S STATEMENT DOES NOT TELL THE MAIN WHO, WHAT, OR MOST IMPORTANT THING....

COACH SAYS "THAT'S NOT QUITE RIGHT, TRY AGAIN."

STRATEGY #2

IF THE READER SAYS TOO MANY WHO'S OR WHAT'S....

COACH SAYS "REMEMBER TO CHOOSE THE MOST IMPORTANT WHO OR WHAT"

STRATEGY #3

IF THE READER'S MAIN IDEA IS MORE THAN 10 WORDS....

COACH SAYS "SHRINK IT."

STRATEGY #4

IF THE READER HAS TROUBLE COMING UP WITH THE MAIN IDEA.....

COACH ASKS THE "WH" QUESTIONS (WHO, WHAT, WHERE, WHEN, WHY, HOW)

OVERVIEW

WEEK 6

In Week 6, Prediction Relay is introduced. Then, students practice Partner Reading, Paragraph Shrinking, and Prediction Relay. The Prediction Relay Procedures are:

PREDICTION RELAY: (10 minutes)

1. For 5 minutes, continuing with new text, the first reader does the following:
(a) makes a prediction, (b) reads a half page of text, (c) stops to check the prediction and to make a prediction about the next half page, (d) answers the three paragraph shrinking questions as related to the half page just read and (e) continues to read.
2. For 5 minutes, continuing with new text, the second reader does the following:
(a) makes a prediction, (b) reads a half page of text, (c) stops to check the prediction and to make a prediction about the next half page, and (d) answers the three paragraph shrinking questions as related to the half page just read and (e) continues to read.

OVERVIEW

WEEKS 7-17

At your discretion, during the remaining 9 weeks, introduce Lesson 6: Reading for Information. After you have introduced this lesson, you may alternate between narrative texts and expository texts. The remainder of the time, PALS will include the following activities (conducted 3 days per week).

PARTNER READING: (12 minutes)

1. The first reader reads aloud for 5 minutes.
2. The second reader reads aloud for 5 minutes.
3. For 2 minutes, the first reader and second reader alternate retelling the main things that happened in the story.

PARAGRAPH SHRINKING: (10 minutes)

1. For 5 minutes, the first reader continues reading new text in the story, stopping after each paragraph to giving a main idea statement.
2. For 5 minutes, the second reader continues with new text, reading and giving a main idea statement.

PREDICTION RELAY: (10 minutes)

1. For 5 minutes, continuing with new text, the first reader does the following:
(a) makes a prediction, (b) reads a half page of text, (c) stops to check the prediction and to make a prediction about the next half page, and (d) answers the three paragraph shrinking questions as related to the half page just read and (e) continues to read.
2. For 5 minutes, continuing with new text, the second reader does the following:
(a) makes a prediction, (b) reads a half page of text, (c) stops to check the prediction and to make a prediction about the next half page, and (d) answers the three paragraph shrinking questions as related to the half page just read and (e) continues to read.

"SET-UP" PROCEDURES

SCHEDULING

1. Plan to practice PALS five times during every two week block. Each PALS session should last 35-40 minutes. We recommend practicing PALS three times one week, and then two times the following week.
2. Create a consistent PALS schedule. Conduct PALS on the same days and at the same time.
3. Your other, teacher-directed reading instruction should cover reading objectives not addressed during PALS. Schedule remaining reading time for PALS.

"SET-UP" PROCEDURES

PAIRING STUDENTS

For PALS, pair each student with a partner.

1. Rank order your students in terms of reading skill and split the class in half (higher-performing half and lower-performing half).
2. Pair the top-ranked student in the higher-performing half with the top-ranked student in the lower-performing half. Pair the second-ranked student in the higher-performing half and the second-ranked student in the lower-performing half. Continue until all your students have partners.
3. You may find it necessary to alter this pairing scheme somewhat, based on your students' individual needs and personalities. Make sure each pair can get along reasonably well.
4. Students will remain with the same partner for at least 4 weeks. After 4 weeks, you will reassign pairs.

Sample Pairing Scheme

Higher-Performing (HP) Students	Lower-Performing (LP) Students	Pairs
Top HP	Top LP	Pair A
Second-ranked HP	Second-ranked LP	Pair B
Third-ranked HP	Third-ranked LP	Pair C
Fourth-ranked HP	Fourth-ranked LP	Pair D
Fifth-ranked HP	Fifth-ranked LP	Pair E
Sixth-ranked HP	Sixth-ranked LP	Pair F
Seventh-ranked HP	Seventh-ranked LP	Pair G
Eighth-ranked HP	Eighth-ranked LP	Pair H

"SET-UP" PROCEDURES

HANDLING ABSENTEES AND UNEVEN NUMBERS OF STUDENTS

Sometimes students are absent or classrooms have uneven numbers of students. Here are three options for handling these situations:

1. If two students are absent, their partners may be paired for the day.
2. Allow a high-performing student to read independently.
3. Form a triad.

Triads

It is best to avoid triads because they don't work as well as pairs. However, sometimes a triad may be necessary. Here are some suggestions to make triads work better:

1. If you have an uneven number of students assigned to you, designate one student to be a "floater." This student will fill in for other students when they are absent. On days when there are no absences, the "floater" will join an existing pair, forming a triad. The floater should be a student with at least average reading skills and good social skills.
2. When a triad is used, assign each of the three students to be the coach during one of the three reading activities. Assign the other two students to be either the first or second reader for each activity. Across the activities, all three students should serve as coach once and as reader twice. *See the chart on the next page.
3. Never place low-performing readers in a triad for more than one day. These students need as much reading practice as they can get and triads will reduce this practice. Additionally, higher-performing students may handle triads better.

"SET-UP" PROCEDURES

Rotation of Students in a Triad

In the chart below, assign each student a letter: A, B, and C.

	Coach	1st Reader	2nd Reader
<u>Partner Reading</u>	A	B	C
<u>Paragraph Shrinking</u>	C	A	B
<u>Prediction Relay</u>	B	C	A

"SET-UP" PROCEDURES

MATERIALS TO DISPLAY

Since students sometimes forget part of what they learn during training, we ask that you display important materials on a PALS bulletin board. These materials, which we provide in the teacher's manual, include:

1. Pairs Assignment Chart
2. On-the-Job Behaviors
3. PALS Responsibilities
4. Highest-Earning Pair Chart
5. When You Need Help/When You Give Help
6. Partner Reading
7. Paragraph Shrinking
8. Prediction Relay
9. Kinds of Errors
10. Corrections #1 and #2 (Word Recognition Correction Procedures)
11. Employee of the Month criterion
12. Employee of the Month Award

*****Note*****

Feel free to modify these materials to make them more attractive.

"SET-UP" PROCEDURES

MONITORING STUDENTS

CAREFUL, DAILY MONITORING BY THE TEACHER IS CRUCIAL TO THE SUCCESS OF PALS.

Each PALS session provides you with an excellent opportunity to monitor your students and to provide them with feedback about their reading, their implementation of PALS, and their cooperation with each other.

We ask that you circulate continuously throughout every PALS session, listening to individual pairs of students read for several minutes each. Pairs earn "PALS Dollars" on Record of Earnings Cards for demonstrating appropriate reading and social behaviors during PALS. Record of Earnings Cards are explained in the next section.

RECORD OF EARNINGS CARDS

We have incorporated a reinforcement plan into the PALS program. Student pairs earn "PALS Dollars" on Record of Earnings Cards during each PALS session for exhibiting specific desirable behaviors. Record of Earnings Cards are designed to (a) reinforce and reward desired behaviors, (b) motivate students to work hard and try their best, and (c) maintain student interest in PALS. Students learn about Record of Earnings Cards during the first PALS training lesson.

Every day of PALS, you award PALS Dollars for desirable behaviors to each pair on a Record of Earnings Card. Each pair receives a new Record of Earnings Card each day of PALS. The Record of Earnings Card is placed at the corner of the second reader's desk for marking by you. On-the-Job behaviors are listed on the Record of Earnings Cards and on a sheet that should be posted in the classroom.

As you circulate during each PALS session, mark PALS Dollars on the Record of Earnings Card to reinforce the behavior that the pair is exhibiting. Simultaneously, praise the students in the pair for the behavior(s). This procedure is designed to provide students with specific feedback on their performance.

At the end of each PALS session, the pair with the most PALS Dollars is applauded and is responsible for collecting the folders. In addition, the names of the students in the pair are written on the "Highest-Earning Pair Chart," which is posted in the classroom.

PALS VIDEO

A PALS video was created to help introduce all PALS procedures. The video is organized into clips, which can be identified by PALS procedure modeled and clip number. The exact times at which the clips are to be shown are mentioned in the scripts. Below you will find the sequence of the clips and the display frame (e.g., 0:23:55) for each. Some of the video clips are not used in the script; therefore, some fastforwarding will be required. You may opt to train without the video.

- (a) PALS Overview [0:00:23]
- (b) Partner Reading Clip 1- Overview [0:15:42]
- (c) Partner Reading Clip 2 - Careless Mistakes [0:20:58]
- (d) Partner Reading Clip 3 - Careless Mistakes [0:21:24]
- (e) Partner Reading Clip 4 - Careless Mistakes [0:21:54]
- (f) Partner Reading Clip 5 - Careless Mistakes [0:22:20]
- (g) Partner Reading Clip 6 - Careless Mistakes [0:22:44]
- (h) Partner Reading Clip 7 - Hard Words [0:23:11]
- (i) Partner Reading Clip 8 - Hard Words [0:23:36]
- (j) Partner Reading Clip 9 - Hard Words [0:23:55]
- (k) Partner Reading Clip 10 - Helping: Looking at Parts of the Word [0:24:15]
- (l) Partner Reading Clip 11 - Helping: Saying the Word Slowly [0:25:02]
- (m) Partner Reading Clip 12 - Story Retell [0:25:43]
- (n) Partner Reading Clip 13 - Story Retell: Disagreeing/Helping [0:26:30]
- (o) Paragraph Shrinking Clip 1 - Overview [0:27:24]
- (p) Paragraph Shrinking Clip 2 - Making a Mistake (Shrink It!) [0:32:15]
- (q) Paragraph Shrinking Clip 3 - Making a Mistake (Try Again!) [0:33:00]
- (r) Paragraph Shrinking Clip 4 - Making a Mistake (Too Many...) [0:33:51]
- (s) Paragraph Shrinking Clip 5 - Helping (Use "WH" Questions) [0:34:31]
- (t) Prediction Relay Clip 1 - Overview [0:35:29]

LESSON 1:

LEARNING ABOUT PALS



LESSON 1: LEARNING ABOUT PALS

Teacher Materials	Student Materials
<ol style="list-style-type: none"> 1. Transparencies <ul style="list-style-type: none"> - Pairs Assignment Chart - PALS Responsibilities - Record of Earnings - On-the-Job Behaviors - Checkbook Register - Helping - When You Need Help/ When You Give Help - "Do Something Nice" - Notetaking Sheet (Lesson 1) 2. Overhead projector 3. Transparency pen 4. PALS catalogues 	<ol style="list-style-type: none"> 1. Training Record of Earnings Card (one for each pair) 2. Check Register (one per student) 3. Notetaking Sheets

Expected training time: 1-2 sessions, 40-60 minutes each.

NOTES TO TEACHER

1. At the end of the first day of training, leave approximately 15 minutes to train the students on how to record their earnings in a check register. The script for this training is in Appendix 1 at the end of this section.
2. At the end of the second day of training, also leave approximately 15 minutes to complete the second lesson of depositing money into the check register. The script for this is in Appendix 2 at the end of this section. If Lesson 1 requires only one day of training, use the script in Appendix 2 at the end of the first day of training for Lesson 2 (Partner Reading).
3. If two days of training are required, begin the second lesson with a review of the material covered during Day 1. Review using the Lesson 1 Notetaking transparency.
4. Once the Record of Earnings Cards have been distributed and discussed, award PALS dollars freely to students who are displaying the On-the-Job Behaviors and who answer questions.
5. Quizzes have been provided that are to be given to your students at the end of Lesson 1: Learning About PALS training. These quizzes are optional. A copy of the quiz can be found in the package of supplemental materials.

OBJECTIVES

Students will be able to:

1. Perform the basic roles of Coach and Reader.

2. Perform PALS responsibilities.
3. Demonstrate cooperating, reading, and helping techniques.
4. Use helping procedures (ways to get and give help).
5. Take notes during training.

BEFORE THE LESSON

1. Put transparencies in the right order.
2. Write student pairs on the Pairs Assignment Chart transparency.

LESSON 1: OUTLINE LEARNING ABOUT PALS

I. TERMS

- A. PALS = Peer-Assisted Learning Strategies: Ways to become a better reader with the help of others.
- B. Coach: Tutors and provides help to Reader.
- C. Reader: Reads and receives help from Coach.
- D. Reciprocal: Both students do Coach and Reader jobs every day.

II. NOTETAKING

- A. Notes help students remember what they have heard.
- B. Students complete notetaking sheets as lessons are presented.

III. COACHES AND READERS TOGETHER

- A. Two big jobs: Coach and Reader.
- B. Every student does both jobs every day.
- C. Partners remain constant for no more than 4 weeks.

IV. PALS RESPONSIBILITIES

- A. Talk only to your partner and only about PALS.
- B. Keep your voice low.
- C. Cooperate with your partner.
- D. Try your best.

V. EARNING/ SPENDING PALS DOLLARS

- A. Each day, during PALS, each pair earns PALS dollars on a Record of Earnings Card.

1. Each pair shares a Record of Earnings Card.
 2. The teacher provides a new Record of Earnings Card each day.
- B. Only the teacher awards dollars on the Record of Earnings Card.
- C. Behaviors that earn PALS dollars are:
1. Being Focused
 2. Cooperating
 3. Catching Mistakes
 4. Using Helping Strategies.
- D. Students add PALS dollars to their "accounts." They can use these PALS dollars to purchase various items by writing a check. The cost is subtracted from their accounts.
- E. Each month, the teacher announces the "Employee of the Month" and awards \$10 (real) to the winner. There are four criteria for becoming Employee of the Month:
- must have good attendance
 - must have high productivity
 - must have a positive attitude
 - must be a team player.
- F. Other Suggestions to Teachers
1. Build other ways to earn PALS dollars into your existing classroom reinforcement system.
 2. Each week choose one day at random (i.e., not the same day each week) to give one pair a tangible reward based on the number of PALS dollars earned that day.

VI. USING HELPING PROCEDURES

- A. During helping, Readers learn new material, and Coaches understand the material better.
- B. During PALS, when you're the Reader and you need help:
1. Ask for help.
 2. Keep asking until you understand the answer.
- C. During PALS, when you're the Coach and you give help:
1. Pay careful attention to your partner.
 2. If you think your partner needs help, offer to help.
 3. Don't just give the answer. Help your partner find the answer for himself.
 4. Give your partner a way to find the answer.
 5. If one way doesn't help, try another way.
 6. After you've tried two ways to help your partner, give her the answer.

7. If you don't know the answer yourself, ask your teacher for help.

D. Readers should accept help from Coaches in a nice way, and Coaches should offer help to Readers in a nice way.

On the following pages, some text is bold (or dark), and some is not. The bold text is our way of signaling what we suggest you say to your students. We encourage you to adjust the wording in the script to fit your needs and the needs of your students. The words in italics are not to be read aloud. They describe an action that you will take, related to the activities in the script.

LESSON 1, PART A: INTRODUCTION TO PALS

DEFINING TERMS

Write "PALS = Peer-Assisted Learning Strategies" on the board or overhead projector. Point to the words as you explain:

TEACHER: 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 teamed up with another student in our class -- a peer. This person will be your partner. With your partner, you'll work on the PALS reading activities. These activities will help you and your partner become better readers.

LESSON 1, PART B: INTRODUCTION TO NOTETAKING

NOTETAKING

TEACHER: I'm going to give you a lot of information about PALS. Listen carefully so you will remember the important parts of the lesson. One way for students to remember information they hear is to take notes.

Taking notes while a teacher talks can be difficult. What about notetaking is hard for you?

Discuss the difficulties of taking notes such as not knowing what to write, the speaker talking too fast, not knowing how to spell words, etc.

As you learn about PALS, it's important that you remember and understand. You will complete some notes during training. The notes are partially done, but some important words and information are missing. Your job is to listen carefully and to make the notes complete. As long as you

can read and understand what you write in your notes, spelling is not important.

Pass out note taking sheets to the students.

As we move through this lesson about PALS, you will hear all the information you need to complete the notes. Pay close attention to things shown on the board or the overhead projector. We'll compare notes later. At the end of each PALS session, you will put the notetaking sheets in your PALS folder so that you will have it for the next PALS session.

At the end of each part of the PALS training, you will take a short quiz about the information in your notes. So, be sure to pay close attention and ask questions if you aren't clear on something.

LESSON 1, PART C: PLACING COACHES AND READERS TOGETHER

PARTNER ASSIGNMENTS

TEACHER: Today, I will assign everyone a partner. You'll work with the same partner for about 4 weeks.

Here are your partner assignments.

Place the Pairs Assignment Chart transparency on the overhead.

TEACHER: I expect you to work well with your partner for the time you will be together.

PALS JOBS: COACH AND READER

TEACHER: 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. So, when you're the Coach, you are helping your partner.

REVIEW QUESTION: Who can tell me what are you doing when you're the Coach?

Student: Helping my partner.

TEACHER: The other job is to be a Reader. When you're the Reader, you are reading a story out loud and answering questions. Your Coach will help you do this.

REVIEW QUESTION: Who can tell me what you are doing when you're the Reader?

Student: Reading a story out loud and answering questions.

REVIEW QUESTION: Who helps you when you're the Reader?

Students: The Coach.

TEACHER: You and your partner will do both jobs every day. 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.

TEACHER: During PALS, there are different reading activities. During each activity, the first Reader will always read first, and the second reader will always read second.

Remember to keep writing your notes. All of this information is important.

You and your partner will decide each day who reads first and who reads second. This decision needs to be made quickly and quietly.

Right now I will give you 10 seconds to decide with your partner who will be the first Reader and who will be the second Reader.

If students have difficulty choosing first and second Readers, the teacher may intervene by choosing for that pair or by making a classwide policy.

TEACHER: If you're a first Reader today, raise your hand.

Monitor.

TEACHER: If you're a second Reader today, raise your hand.

Monitor.

REVIEW QUESTION: Good! Let's see who can answer these questions. If you're a second Reader, what will you do first when we do PALS?

Student: Coach.

REVIEW QUESTION: If you are a first Reader, what will you do first when we do PALS?

Students: Read.

TEACHER: Good job!

LESSON 1, PART D: LEARNING THE RESPONSIBILITIES OF PALS

TEACHER: There are four PALS responsibilities. Make sure that you write this information on your Notetaking Sheets.

*Put the PALS Responsibilities transparency on the overhead.
Point to each one as you discuss the following:*

TEACHER: Responsibility #1 is: Talk only to your partner and only about PALS.

During PALS, you'll talk to your partner about what you read. You'll read stories and answer questions. Reading is the only thing you will talk about.

TEACHER: Responsibility #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 during PALS.

TEACHER: Responsibility #3 is: Cooperate with your partner.

TEACHER: 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."

Demonstrate ways of praising your partner. Ask students for more examples, then ask them to practice praising their partners.

TEACHER: 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. Cooperating with your partner will help you work better and become a better reader.

*If necessary, role play examples of partners
working well and not so well together.*

TEACHER: Responsibility #4, the last one, is: Try your best.

This rule is the most important! When you try your best, you read more, you think really hard to answer questions correctly, and you help your partner. If we all try our best, PALS will work. You'll all become better readers.

LESSON 1, PART E: EARNING PALS DOLLARS

RECORD OF EARNINGS AND ON-THE-JOB BEHAVIORS

Post the On-the-Job Behaviors list in the classroom.

TEACHER: Let's talk about earning PALS "money." You have a chance to earn PALS dollars every day we do PALS. Each day, the students in the pair with the most PALS dollars get to have their names posted in the room. The harder you work during PALS, the more PALS dollars you can earn.

Also, everyone gets to add the number of dollars you and your partner earn to your own bank account. At the end of each month, each person gets to use his PALS dollars to buy something.

Now, I am going to give you and your partner a card called the "Record of Earnings Card." I record the PALS dollars you earn on this card.

Distribute the training Records of Earnings Cards -- one per pair. Place the Record of Earnings Card transparency on the overhead.

Every day during PALS, you and your partner will have a chance to earn PALS dollars. First, write your names on the card.

Monitor.

TEACHER: Then, make sure the Record of Earnings Card is on the corner of your desk at the start of every PALS session.

Monitor.

TEACHER: During every PALS session, I'll come around while you're working. I'll mark off PALS dollars when I see good PALS behaviors. This is how I'll mark the dollars.

Mark off several dollars on the transparency.

TEACHER: A Record of Earnings Card lasts one day. So, you and your partner will get a new Card each day we do PALS.

REVIEW QUESTION: How often will you and your partner get a new Record of Earnings Card?

Student: Each day we do PALS.

Place On-the -Job Behaviors transparency on overhead.

TEACHER: That's right. Here's a list of the behaviors you can earn PALS dollars for. When you do these behaviors, you and your partner will earn PALS dollars and get better at reading. I've posted the On-the-Job Behaviors List in the classroom to remind you what these behaviors are.

Point to the list posted in the room.

REVIEW QUESTION: What happens when you and your partner do the behaviors on the On-the-Job Behaviors list?

Students: We earn PALS dollars and get better at reading.

TEACHER: Exactly. Let's talk about the behaviors on the list.

Point to the On-the-Job Behaviors on the overhead as you discuss the following:

BEING FOCUSED

TEACHER: "Being Focused" is the first behavior on the list. Who can describe to me what it means to be focused on the job?

Discuss.

TEACHER: Right. It is important to say focused so you do your best work and learn all you can. If you are focused, you can get the job done right.

COOPERATING

TEACHER: Who can tell me about the next behavior, "Cooperating"?
What does that mean?

Discuss.

TEACHER: Right. When you cooperate with your partner, you work well together and both of you learn better. You also earn more PALS dollars.

CATCHING MISTAKES

TEACHER: How about the next one, "Catching Mistakes." Why do you want to catch your partner's, or your own mistakes?

Discuss.

TEACHER: Good! If you catch your partners mistakes, he'll become a better reader.

USING HELPING STRATEGIES

TEACHER: The next one is "Using Helping Strategies." What looks different about the "Using Helping Strategies" part on the Record of Earnings Card?

Student: Each block goes by threes.

TEACHER: Right. Each box is counted up by threes. Each time you use the helping strategies, you'll get three PALS dollars. Why do you think this category is worth more?

Discuss.

TEACHER: Good. This category is worth more because the helping strategies are very important. You'll do these helping behaviors when you read with your partner during PALS. You'll learn more about them later.

LESSON 1, PART F: KEEPING TRACK OF PALS DOLLARS

TEACHER: So, every day we do PALS, I'll be walking around the room and giving PALS dollars to pairs who are doing the things on the On-the-Job Behaviors list. I'm going to start giving PALS dollars today. I'll be looking for partners who are cooperating with each other.

At the end of today's session, you'll look on your Record of Earnings Card to find the last number in each box with a slash through it. You enter that number on the line with the same name at the bottom of the card, like this:

Demonstrate. Show how the number is written at the bottom of the card.

Ex.: For Cooperating, let's imagine the last number with a slash is 10. So, I enter "10" on the line that says, "Cooperating." And so on....

Then, you will add all the numbers on the lines together to reach the number of PALS dollars you've earned for the day, like this:

Demonstrate. Show adding the numbers at the bottom of the record to reach the daily total.

Then, you will enter that total into your bank account.

Each person needs to keep his own bank account. Each day you will add to your account the number of PALS dollars you earn. At the end of the month, those PALS dollars can be used to buy items from the PALS catalogue. To spend PALS dollars, you'll write a check from your bank account. I'm going to pass out the catalogues so that you can see the types of items that you can buy with your PALS dollars.

Distribute the PALS catalogues.

Consider PALS a job, because in PALS, you will earn PALS dollars for your hard work. Then, you can spend your dollars on the things you want or need. Most people keep their money in a bank account so that's what we'll do during PALS. Everyone will have a checkbook to keep track of how many PALS dollars you earn and how many you spend. You'll learn how to record PALS dollars in your checkbook at the end of today's session.

LESSON 1, PART G: EMPLOYEE OF THE MONTH

TEACHER: In some jobs, people who do a very good job are rewarded with the honor of "Employee of the Month." We will also have a PALS employee of the month. This student will have the honor of being the "Employee of the Month" and will

get a bonus of 10 real dollars! The requirements of this honor are posted here:

Point to Employee of the Month requirement sheet, posted in the room.

Let's go over the requirements so everyone knows how they can become the "Employee of the Month."

GOOD ATTENDANCE

TEACHER: First is "good attendance." I think we all know what that means. It doesn't mean you need to be here every single day. Even in the working world, people get sick days. It does mean that you need to be here almost every day.

HIGHLY PRODUCTIVE

TEACHER: Next is "highly productive." What does it mean if a factory is highly productive?

Student: The factory makes a lot of something.

TEACHER: Good! So to be highly productive during PALS, you need to make a lot of PALS dollars by being on-the-job. You also need to show signs of improving as a reader and a worker.

POSITIVE ATTITUDE

TEACHER: Next is "have a positive attitude." Again, this one explains itself. If you are walking around work saying how much you hate it or skipping work to go shopping, you do not have a positive attitude. You will not be considered a valuable worker. But, if you work hard, try hard, and encourage others to do the same, you do have a positive attitude and you become an important part of the work team.

TEAM PLAYER

TEACHER: This leads us to the last requirement, "Being a team player." Anywhere you work, you will be part of some kind of team. To work well in a team, you must support the other workers. This can be as simple as saying, "Nice job, (Student's name)." Team players also work well with the other people on the team, cooperating and compromising with them with no arguing.

If you can do all these things, you can become Employee of the Month and earn a bonus of 10 real dollars!

LESSON 1, PART H: USING HELPING PROCEDURES

GETTING HELP

TEACHER: Now we're going to talk about ways you can get help from your partner during PALS and ways you can give help when your partner needs it. Remember, we said that during PALS, the Reader is going to read a story out loud and answer questions. The Coach is going to help the Reader. Both you and your partner will do both jobs. When you're the Reader, you will sometimes need help figuring out a word in a story or answering the questions. So, let's talk first about getting help.

Place the Helping transparency on overhead; cover all but #1.

TEACHER: You learn more if you ask for help when you need it.

When you're the Reader and you ask for help during PALS, your partner finds a way to help you. When one person finds a way to help another, they both learn. The Reader learns because the Coach finds a way to help him. But, the Coach learns, too, because the Coach has to think about and figure out how to help her partner.

Reveal #2 of Helping transparency.

TEACHER: Another thing to remember about getting help is that the first time you get help, you may not understand. This is OK. If you don't understand what your partner means, you should tell your partner, in a nice way, that you still don't understand. Then, ask for more help.

Place When You Need Help / When You Give Help transparency on overhead. Refer to it as you discuss the following:

TEACHER: So, when you need help, we want you to ask for help. We also want you to keep asking until you really understand the answer.

REVIEW QUESTION: What if you don't understand the answer the first time your partner gives you help?

Students: Tell your Coach, in a nice way, that you don't understand the answer and ask for more help. Keep asking until you understand the answer.

TEACHER: Great! What are some things you can say to let your Coach know you need more help?

Students:

- Would you explain it a little more?
- Sorry, but I still don't get it.
- I need more help.
- I'm not sure I understand this part, would you please help me?

TEACHER: Terrific!

GIVING HELP

Display title of second half of When You Need Help/When You Give Help transparency on overhead -- "When You Give Help."

TEACHER: Now, let's talk about how to give help to your partner.

Reveal #1 of When You Give Help on overhead. Call on a volunteer to read it.

TEACHER: You can't help your partner if you don't know what trouble your partner is having. When your partner has trouble, you need to be paying attention so that you're ready to help.

Reveal #2 of When You Give Help. Call on a volunteer to read it.

TEACHER: When your partner needs help, she may forget to ask. If you notice that she needs help, offer to help her. What are some things you might notice that would let you know that your partner needs help?

Students:

- If the Reader stops working and just sits.
- If the Reader gives an answer that doesn't make sense.

TEACHER: If you think your partner needs help, what could you say to offer help in a nice way?

Students:

- Do you need help?
- If you need help, just ask.
- I'll be glad to help if you need it.

Reveal #3 of When You Give Help. Call on a volunteer to read it.

TEACHER: It won't help your partner if you just give him answers. Instead, it's important to try to help your partner figure out answers for himself.

So, when your partner needs help, the first thing you should do is this:

Reveal #4 of When You Give Help.

TEACHER: You want to give your partner a way to find the answer for himself.

Reveal #5 of When You Give Help.

REVIEW QUESTION: What does the Coach do when one way of helping doesn't work?

Student: Try another way.

Reveal #6 of When You Give Help. Call on a volunteer to read it.

REVIEW QUESTION: When does the Coach give the Reader the answer?

Students: After he has tried two ways of helping.

TEACHER: That's right, the Coach gives the Reader the answer after he has tried two ways of helping.

(Reveal #7 of When You Give Help. Call on a volunteer to read it.)

REVIEW QUESTION: When does the Coach ask the teacher for help?

Students: When he doesn't know the answer himself.

TEACHER: There's something else to think about during PALS helping. When you're the Reader, you need to remember that the Coach is trying to help you become a better reader. Getting help means you're learning. So, you should accept help from your Coach in a nice way. This shows that you're cooperating.

When you're the Reader, what are some things you can say to your Coach to show that you appreciate his help?

Accept all reasonable responses.

Prepare a student to help you demonstrate a Reader needing help.

TEACHER: Now, _____ (pick a student) and I are going to show you an example of a Reader who needs help. I'll be the Reader and _____ (Student) will be the Coach.

Place "Do Something Nice" transparency on overhead.

Watch carefully to see if the Reader asks for help when she needs it and if the Coach is helpful.

Model the following as the Reader reads the first paragraph of the story:

- Coach not paying attention while Reader reads.
- Reader not knowing a word and just sitting.
- Coach asking the Reader, "What's wrong?"
- Reader saying, "I don't know this word" (without asking for help).
- Coach becoming impatient and telling the Reader the answer.
- Reader getting annoyed with the Coach when the Coach tries to help)

TEACHER: Let's talk about the Reader first. What did the Reader do wrong?

Students: She didn't ask for help. She got mad at the Coach when the Coach tried to help.

TEACHER: That's right. What about the Coach? What did she do wrong?

Students: She didn't pay attention to the Reader; she didn't offer to help; she told the answer instead of helping the Reader find the answer.

TEACHER: Now, _____ (Student) will be the Coach, and I'll be the Reader again. Watch carefully and see how we do a better job this time.

Model the following as the Reader reads the second paragraph of the story:

- Coach following along while Reader reads.
- Coach asking the Reader if she needs help.
- Reader saying, "I don't know this word, can you help me?"
- Coach finding a way to help, rather than giving the answer.
- Reader thanking the Coach for her help.
- Coach saying, "I'm not sure of the answer myself, let's ask the teacher."

TEACHER: Did the Reader do a better job this time? What did she do better?

Student: Yes. She asked for help.

TEACHER: Did the Coach do a better job this time? What did she do?

Student: Yes. She paid careful attention to the Reader; she offered to help; she helped the Reader find the answer (didn't give the answer); she asked the teacher when she didn't know the answer.

TEACHER: Super! I know that as the Reader I learned more the second time, when I asked for help and received help from the Coach.

During PALS, remember that you and your partner will earn PALS dollars on your Record of Earnings Card when you ask for and accept help and when you do a good job of giving help.

Remember that each time you use the helping strategies, you earn three PALS dollars.

Why do you think you earn more PALS dollars for using helping strategies?

Student: Because it is worth more, it is more important.

TEACHER: Right! Helping is the most important behavior in PALS so you earn more PALS dollars each time you help.

LESSON 1, PART I: REVIEW

Place the Notetaking Sheet for Learning About PALS on the overhead and ask students to provide the answers for the questions on the sheet.

APPENDIX 1: RECORDING PALS DOLLARS: DAY 1

Expected training time: 1 session, 10 minutes

This lesson is to be done at the end of the first session, after they have totaled the PALS dollars on their Record of Earnings cards.

TEACHER: Now that you have totaled the amount of PALS dollars that you earned today, we need to enter the total into your check register. It's very important to keep your checkbook accurate so let's learn how to add your earnings each day. Write the information in your check register as I demonstrate on the overhead.

Place Check Register transparency on overhead and give every student their own check register.

First, you must write the date of the transaction, like this:

Demonstrate.

Second, write the type of transaction on the long line. Today you are adding money to your account. Who can tell me what type of transaction this is?

Student: Deposit.

TEACHER: Good! So, you write "deposit" on the long line, like this:

Demonstrate.

The next step is to write the number of PALS dollars you earned for the day in the deposit column. You will do this after every PALS session.

Demonstrate

The last column in your check register says "Balance." This number tells you the total amount of PALS dollars you have in your account. Since this is the first time you have deposited money in your account, your balance is the same as the amount you wrote in the deposit column.

Demonstrate

After the next PALS training session, I will teach you how to add money to your balance.

APPENDIX 2: RECORDING PALS DOLLARS: DAY 2

Expected training time: 1 session, 10 minutes

This lesson is to be done at the end of the second PALS session, after they have totaled the PALS dollars on their Record of Earnings cards.

TEACHER: It is now time to deposit the PALS dollars you earned today into your checking accounts. Let's see who remembers what we learned last session about depositing money into your accounts.

Place the Check Register transparency on the overhead

TEACHER: Who can tell me the first thing I should write in the check register?

Student: The date.

TEACHER: Yes, the date. The next thing we write is the type of transaction. Once again, we are adding money to our account. What is that transaction called?

Student: A deposit.

TEACHER: That's right. It's called a deposit, so we write the word deposit in that column.

What is the next item we enter in the check register?

Student: The amount of the deposit.

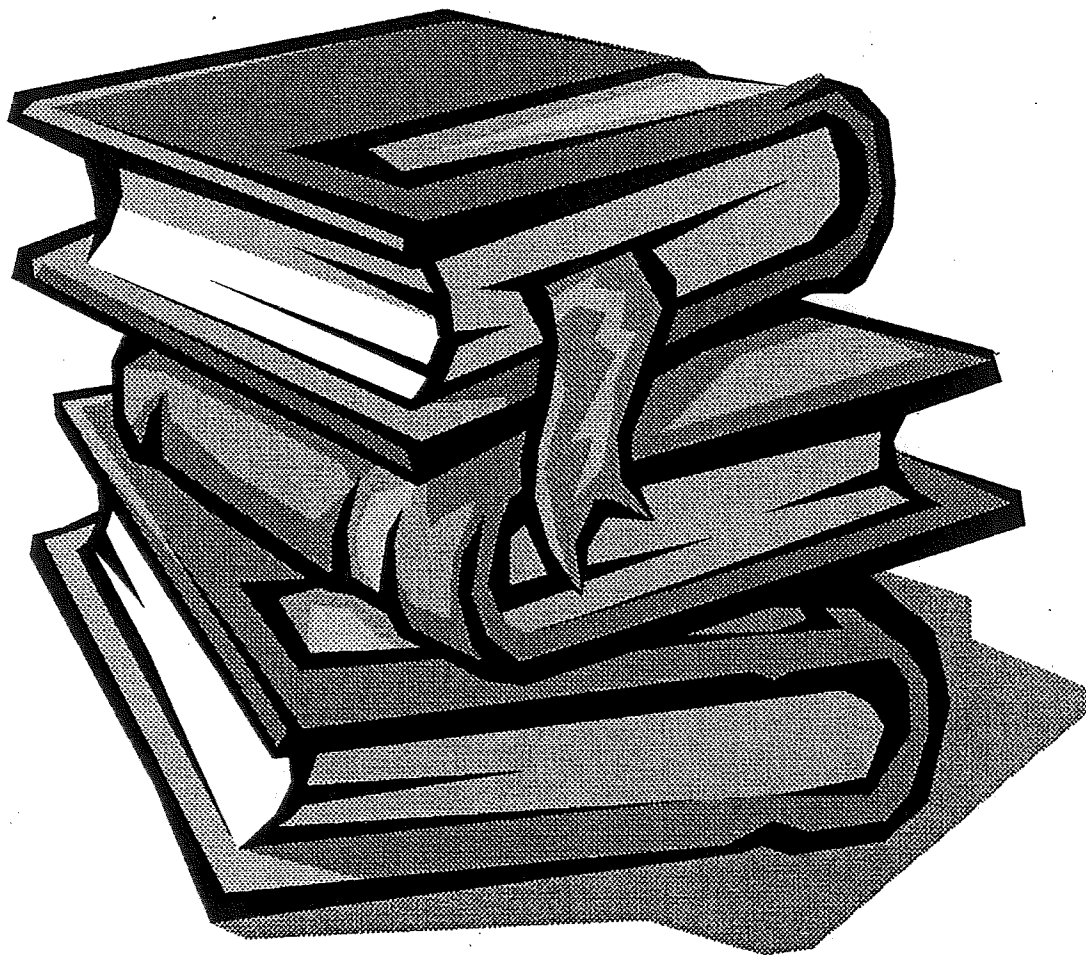
TEACHER: Yes, you enter the amount of the deposit in the deposit column. To find the total number of PALS dollars you have in your account, you add today's new deposit to the amount you already have. This total is called your balance. So, add today's deposit to yesterday's balance. The total is your new balance.

Demonstrate adding the deposit to the previous balance.

TEACHER: You'll do these steps at the end of every PALS session. It's very important to keep your account accurate, so that when it's time to order from the PALS catalog, you'll know exactly how many PALS dollars you have.

LESSON 2:

PARTNER READING



LESSON 2: PARTNER READING

Teacher Materials	Student Materials
<ol style="list-style-type: none"> 1. Transparencies <ul style="list-style-type: none"> - Partner Reading - Kinds of Errors - "Choose Your Battles Wisely" - Corrections #1 and #2 - Hard Word Samples - Partner Reading Helping - Notetaking sheets (Lessons 1-2) 2. Student PALS folder with: <ul style="list-style-type: none"> - Sample Records of Earnings Card - Question Card 3. Student reading packets 4. Overhead projector 5. Transparency pen 6. Timer 7. Video Player 8. PALS Video 	<ol style="list-style-type: none"> 1. PALS folder (one per pair) 2. Reading packets 3. Check Register 4. Notetaking sheets 5. Video: Partner Reading- Types of Mistakes sheets 6. Hard Word Samples Sheets

Expected training time: 2 sessions, each 40-60 minutes

NOTES TO TEACHER

1. After the first day of training Partner Reading, begin all subsequent Partner Reading training sessions with a review of all previously covered material. The review can be conducted using the Notetaking Sheet for Lesson 2 transparency.
2. Once the Record of Earnings Cards have been distributed each day, award PALS dollars freely to students who are displaying the On-the-Job Behaviors and who are answering questions. Reward PALS dollars throughout the session.
3. At the end of every session, remember to save time for totaling the PALS dollars on the Record of Earnings Card and depositing the PALS dollars into the check register. A script for this process can be found in Appendix 1 at the end of this section.
4. Quizzes are provided to give to your students. The quiz for this section is called: Lesson 2: Partner Reading. These quizzes are optional. A copy of the quiz is found in the package of supplemental materials.

OBJECTIVES

Students will be able to:

1. Arrange materials on their desks.
2. Conduct Partner Reading, which includes reading aloud and Story Retell.
3. Identify and correct oral reading errors.
4. Ask for and give help appropriately.

BEFORE THE LESSON

1. Get out the students' reading packets.
2. Put transparencies in the right order.
3. Direct partners to sit together.
4. Distribute PALS folders and reading packets.
5. Take attendance.
6. Set video player and video to correct starting point.

LESSON 2: OUTLINE PARTNER READING

I. REVIEW OF BASIC PALS PROCEDURES

II. SETTING UP DESKS FOR PALS

- A. The First Reader puts the Question Card at the top of his desk.
- B. The Second Reader puts the Record of Earnings Card on the corner of his desk.
- C. The First Reader turns to the correct page and puts the book between partners.

III. BASIC PARTNER READING PROCEDURES

- A. Partner Reading is conducted every PALS session.
- B. The First Reader reads aloud for 5 minutes.
- C. Students switch jobs. Then, the Second Reader reads aloud for 5 minutes, starting where the First Reader stopped.
- D. Readers read carefully, quickly, and with expression.
- E. Coaches listen carefully for mistakes.
- F. Coaches correct every mistake, until the sentence is read correctly.

IV. FINDING AND CORRECTING CARELESS MISTAKES

- A. Coach listens for careless mistakes.
- B. The three types of careless mistakes are:
 1. Leaving out a word.
 2. Adding a word.

3. Saying the wrong word or word ending.
- C. When Coaches hear Readers make a careless mistake, they say, "Stop. You made a careless mistake. Reread the sentence."

V. FINDING AND CORRECTING HARD WORD ERRORS

- A. Coaches listen for hard words.
- B. If the Reader is stuck on a hard word, the Coach can help the Reader in three ways.
 1. Say the word very slowly.
 2. Look at the parts of the word.
 3. Say the word and go on *or* Ask the teacher for help.

VI. STORY RETELL: RETELLING THE STORY IN SEQUENCE

- A. For 2 minutes, partners take turns telling the events of the story in sequence.
- B. The First Reader begins by telling the first thing that happened in the story; then the Second Reader tells what happened next; and so forth.
- C. If partners disagree with what they hear their partner say, they state what they disagree about and why. Then the retelling continues.

VII. EARNING PALS DOLLARS

- A. The teacher circulates continuously during each PALS session to:
 1. Mark each student's Record of Earnings Card with PALS dollars when desirable behaviors are observed,
 2. Praise those behaviors.
- B. PALS dollars are categorized by the four areas of On-the-Job Behaviors.
- C. During Partner Reading, the On-the-Job Behaviors are:
 1. Being Focused
 2. Cooperating
 3. Catching Mistakes
 4. Using Helping Strategies.
- D. At the end of each PALS session, each pair finds the last number slashed in each section of the Record of Earnings Card and writes that number on the corresponding line at the bottom of their Record of Earnings Card.
- E. Each student totals the four scores. He enters this total into the checkbook register as a deposit and finds the new balance.

LESSON 2, PART A: REVIEW OF BASIC PALS PROCEDURES

TEACHER: Today we're going to learn about some of the PALS reading activities. Before we begin, let's review what we already know.

Place the Notetaking Sheet for Lesson 1: Learning About PALS transparency on the overhead and ask students to fill in the blanks.

LESSON 2, PART B: SETTING UP

In this section, the teacher demonstrates how students should organize their PALS materials. Each pair will need a student folder, a Record of Earnings Card, a Question Card, and a reading packet. Place two student desks together to demonstrate. When you begin, students should be seated with their partners, and each pair should have a PALS folder.

PALS MATERIALS AND DESK SET-UP

TEACHER: I am passing out notetaking sheets for the PALS activity we are going to learn about today. The PALS activity is called Partner Reading. While I do this, each pair needs to decide who will be the First Reader today.

Pass out the notetaking sheet to each student.

Now let's look at what's in your PALS folders. First Readers, open your folder and take out the blue card in the front pocket. This is a Question Card. The Question Card will help you with the reading activities we'll learn about. First Readers, put the Question Card at the top of your desk.

REVIEW QUESTION: Where should you put the Question Card?

Student: At the top of the First Reader's desk.

TEACHER: Good! Second Readers, look at the other pocket in your folder. Take out the Record of Earnings Card. You and your partner will earn PALS dollars on a new Record of Earnings Card every day. Each partner put your name on today's Record of Earnings Card.

Second Readers, put the Record of Earnings Card on the corner of your desk.

Pass out reading packets.

Now, let's look at your PALS reading packet. Partners always read from the same article. Other pairs may be reading different articles. At the beginning of each PALS session, you each need to pick an article you'd like to read. You and your partner will take turns picking articles. It's up to you to pick quickly, quietly, and fairly. That is part of what you're paid PALS dollars for.

At the front of your reading packet, you'll find a table of contents. This will help you keep track of what you've already read and where to begin reading each day.

TEACHER: As soon as we start PALS each day, you should open your reading packet. You will keep the same reading packet over several PALS sessions, and you'll use the table of contents to help you remember what you've read.

First Readers, after you turn to the correct starting page, put the reading packet between you and your partner.

REVIEW QUESTION: Who can explain what you should do as soon as we begin PALS?

Call on a student to answer. Accept all correct responses including: Open reading packet, see where you checked, put the reading packet between the partners, etc.

If necessary, demonstrate setting up materials for PALS using two student desks.

TEACHER: Your PALS folders and your reading packets are very important for what we do in PALS. It is very important to take care of them. This means putting them in the right place every day and not writing in them.

Now, let's practice getting your materials ready quickly and quietly. First, put everything away. Now, it's time for PALS. **First Readers**, get your Question Cards and packets ready. **Second Readers**, put the Record of Earnings Card on the corner of your desk.

Monitor.

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

LESSON 2, PART C: PARTNER READING

THE BASIC PARTNER READING PROCEDURES

TEACHER: Now we're ready to learn about Partner Reading. Partner Reading is the first activity you'll do each day during PALS. Remember to take notes to help you organize the important information.

TEACHER: Partner Reading will help you read more quickly and more correctly. It will also help you understand what you read.

REVIEW QUESTION: What will Partner Reading help you do?

Students: Read more quickly and more correctly; understand what I read.

Put "Partner Reading" transparency on overhead.

TEACHER: Excellent! Here's how Partner Reading works. For the first 5 minutes, the First Readers read aloud. While the First Readers read aloud, the other partner is the Coach. Coaches listen and help with careless mistakes and hard words. Remember, I'm looking to award PALS dollars to students who do the On-the-Job Behaviors and who take good notes.

REVIEW QUESTION: What will First Readers do for the first 5 minutes of Partner Reading?

Student: Read aloud.

REVIEW QUESTION: Who can tell me what Coaches will do while First Readers are reading?

Students: Listen and help with careless mistakes and hard words.

TEACHER: Great! First Readers should read carefully, quickly, and with expression. Can anyone tell me what it means to read with expression?

Discuss the meaning of expression.

Taking a packet from one of the student pairs, model examples and non examples of reading carefully, quickly, and with expression. Discuss why it is important to try to read in this manner.

TEACHER: Second Readers, as Coach, it's your job to listen carefully for mistakes. After the first 5 minutes, you will switch jobs and materials. For the next 5 minutes, Readers will become Coaches and Coaches will become Readers.

REVIEW QUESTION: What will happen after the first 5 minutes?

Student: We will switch jobs and materials. Readers will become Coaches and Coaches will become Readers.

REVIEW QUESTION: That's right! And what does the Coach do while the Reader is reading?

Student: Listens and helps with hard words.

TEACHER: Excellent! When you switch jobs, the new Reader will begin reading where the First Reader left off.

REVIEW QUESTION: When you switch jobs, where does the Second Reader begin reading?

Students: Where the First Reader stopped reading.

TEACHER: Second Readers, when it's your turn to read, you should also read carefully, quickly, and with expression. We'll talk later about what you and your partner do during the last 2 minutes of Partner Reading.

FINDING WORD RECOGNITION ERRORS

TEACHER: Each of you will make mistakes from time to time. It's OK to make mistakes. Everyone makes them. But, it's very important to correct them. By correcting mistakes, you'll learn words you didn't know before. This will make you a better reader. When you're a Coach, you have a very important job. Coaches are responsible for helping their partners find and correct mistakes. When you're a Coach, you shouldn't feel bad about telling your partner that he's made a mistake. By helping with mistakes, you're being a good Coach.

REVIEW QUESTION: Who can tell me what you are responsible for doing when you're a Coach during Partner Reading?

Student: Helping my partner find and correct mistakes.

REVIEW QUESTION: How will catching mistakes help the Coach?

Student: I'll learn words I didn't know before.

TEACHER: Yes. We've already talked about good ways to give and get help. When you help your partner find and correct mistakes, you're doing two On-the-Job Behaviors. Who can name the two Behaviors? You can look at your Record of Earnings Card to remind yourself of the four behaviors.

Student: Catching mistakes and using helping strategies.

TEACHER: That's right! When you help your partner find and correct mistakes in a nice, polite way, you may earn PALS dollars for catching mistakes and helping.

Discuss examples and non-examples of finding and correcting mistakes in a kind, tactful manner.

TEACHER: Here's how to help your partner find and correct mistakes. First, you must listen for the types of mistakes your partner makes. Listen for two kinds of mistakes.

Place Kinds of Errors transparency on overhead.

CARELESS MISTAKES

TEACHER: The first type of mistake your partner may make is a careless mistake. Careless mistakes are leaving out a word, saying the wrong word or word ending, and adding a word.

TEACHER: Watch the video and try to figure out which kind of careless mistake the Reader is making. I am going to give everyone a copy of the passages that the students in the video are reading, that way, you can read along and look for the Reader's mistakes.

*Pass out Video: Partner Reading- Types of Mistakes Sheets
Show Partner Reading video clip 2. After the clip pause the video.*

TEACHER: What kind of mistake do you think the Reader made?

Discuss with class kind of error made. Continue this throughout the partner reading clips 3 - 6, pausing after each one to discuss what kind of careless mistake was made: leaving out a word, adding a word, or saying the wrong word / word ending.

TEACHER: Now I'm going to read some sentences from "Choose Your Battles Wisely." I'll make different kinds of careless mistakes.

REVIEW QUESTION: What are the three kinds of careless mistakes you should listen for when you're the Coach?

Student: Leaving out a word, saying the wrong word or word ending, or adding a word.

TEACHER: Super job! Every time you hear me make a careless mistake, ask me if I need some help. Then, tell me what kind of error I made. Ready? Listen carefully as I read the first paragraph of "Choose Your Battles Wisely."

Place "Choose your Battles Wisely" transparency on overhead. Make obvious careless mistakes as you read the paragraph. Continue until you feel everyone is able to identify all three types of errors.

TEACHER: You're doing a good job of finding careless mistakes!

Award PALS dollars for "Catching Mistakes" freely to those demonstrating the behavior.

HARD WORDS

TEACHER: We all make careless mistakes. Sometimes, though we make mistakes because words are hard. When you come to a hard word that you don't know, you'll try to say the word. If you get it right, that's great and you keep going. If you get it wrong, though, the Coach needs to help. The Coach can ask if you need help or you can ask the Coach for help.

REVIEW QUESTION: What do you do when you come to a hard word?

Students: Try it and get it right or wrong; ask for/accept help

TEACHER: Right! But, in PALS, when you see a hard word, it's the Coach's job to ask you if you need help. Or, you can ask the Coach for help. Watch the video and be ready to tell me what the Reader does when he finds a hard word. Again, you can read along on the sheet that I gave you.

Show Partner Reading video clip 7. After the clip, pause and ask the class what the Reader did when he found a hard word (stuck on the

*word, tried word and got it wrong, or asked for / accepted help).
Show Partner Reading video clips 8 and 9, pause after each clip,
and ask same question.*

TEACHER: Sometimes your partner won't know how to say the name of a person or place. That's OK. If the Reader does not know how to say a proper noun, it is OK to tell her. Mispronounced names are not mistakes.

REVIEW QUESTION: Is it a mistake if your partner doesn't know a name?

Student: No.

TEACHER: Remember that sometimes your partner will figure out the word on his own, so wait a few seconds before asking him if he needs your help.

Read several more sentences from the transparency. Occasionally pause, but only for a couple of seconds and reveal the word. Other times pause for about 4 seconds signaling you need help.

TEACHER: Now let's practice finding and correcting errors. I will read a sentence from "Choose Your Battles Wisely," and make a mistake. Then, someone will say what kind of error I made. It might be a careless error like saying "a" instead of "the." It also might be a hard word error where I try it carefully but get it wrong.

Read several sentences from the transparency making both careless mistakes and hard word errors. Ask the students to name the mistake. If it is a careless mistake, the student needs to name which kind.

CORRECTING WORD RECOGNITION ERRORS

TEACHER: We've just learned how to find mistakes. Now we're ready to learn how to correct them. It is very important to find the Reader's mistakes. If I see you catching mistakes, you will receive extra PALS dollars. Pay close attention. Here's what to do when you're the Coach and your partner makes a mistake.

TEACHER: If the mistake your partner has made is a careless mistake, then you simply point out that they made a careless mistake and have them reread the sentence. Again, careless mistakes are adding a word, leaving out a word, saying the wrong word or word ending.

Place Corrections #1 transparency on overhead. Discuss.

TEACHER: If your partner mispronounces or gets stuck on a hard word, you stop him and ask if he needs your help. Your partner can also ask for help if he needs it.

Place Corrections #2 transparency on overhead. Discuss.

TEACHER: When you're the Coach, you can use three different Helping Strategies to help your partner figure out hard words. The three Helping Strategies are:

Place Partner Reading Helping on overhead.

Step 1: Look at the parts of the word.

Step 2: Say the word very slowly.

Step 3: Give answer /Ask teacher for help.

TEACHER: Let's watch the video to see some good helping strategies during Partner Reading. After the Coach helps the Reader figure out the word, the Reader rereads the sentence correctly.

Show Partner Reading video clip 10. Pause tape.

TEACHER: That was an example of the strategy, "Looking at the parts of the word." This is a good strategy to use with compound words and words that are easy to break into parts.

Distribute "Hard Word Samples" sheet to each pair. Place the "Hard Words" transparency on the overhead.

TEACHER: Everyone look at the first word in Group A of this list. Can someone show me a good way to sound this word out by using the strategy "Looking at the Parts of the Word."

Follow this procedure with several words on the list. Then, let your students work together to determine how the remaining words should be broken down.

Call on students to break each of the remaining words into parts. Monitor.

TEACHER: Good job. Now let's look at a clip of the helping strategy "saying the word very slowly."

Show Partner Reading video clip 11. Stop tape.

TEACHER: Let's try using this strategy. Everyone look at the first word in Group B of this list. Can someone show me a good way to sound this word out by using the strategy "Saying the Word Slowly"?

Follow this procedure with several words on the list. Then, let your students work together on saying the words slowly.

Call on students to say the remaining words slowly. Monitor.

TEACHER: Why is it important to help your partner figure out a word? Why don't we just tell the answer?

Student: We won't always be reading with a partner.

TEACHER: Right. If one partner tells the answer, the other doesn't learn how to figure it out on his own. Some words are very difficult. Sometimes, as a Coach, you will find that looking at the parts and saying the word slowly are just not helping your partner figure out a word. It's OK if this happens. It's only important that both the Coach and the Reader try their best.

When neither of these helping strategies helps the Reader, the Coach has two options:

First, the Coach can tell the Reader the word. Ask him to repeat the word, and then tell the Reader to read the sentence again.

OR

Second, if you don't know the word either, raise your hand and ask the teacher.

Both choices are good ones. When you raise your hand to ask me for help, keep reading until I come to help you. If you stop reading, you'll be wasting time.

Award PALS dollars freely to those exhibiting the On-the-Job Behaviors.

TEACHER: If you try two ways of helping and the Reader still doesn't know the word, then you may tell the Reader the word.

REVIEW QUESTION: When do you tell the Reader the word?

Students: After trying two ways of helping.

TEACHER: That's right. There's one more thing you need to know before we practice. When your partner figures out the word or when you tell your partner the answer, you should always have your partner read the sentence again.

REVIEW QUESTION: What should you do after your partner knows the word?

Student: Have them read the sentence again.

Prepare a student to demonstrate correcting mistakes with you

TEACHER: Good job! You should have them read the sentence again. Now, _____ (Student) and I are going to show you what correcting mistakes looks like. I'll be the Coach and _____ (Student) will be the Reader. Look at the first sentence in the story.

Put up "Choose Your Battles Wisely" transparency.

Demonstrate the correction procedure at least two times. Model pointing to the missed word when saying, "Stop. Do you need some help with that word?" Model offering to help and trying up to two ways of helping. Be sure to model using looking at the parts of the word and saying the word very slowly to help the Reader. When the Readers says the word correctly, she rereads the sentence. Finally, after helping the Reader correct a mistake, the Coach shows encouragement to the Reader.

TEACHER: Now let's pretend I'm the Reader. I'm going to miss a word. I'll call on people to be my Coach.

Practice this correction procedure several times until all students can demonstrate the procedure. Give PALS dollars for active participation.

TEACHER: Now it's your turn to work with your partner. Raise your hand if you're the First Reader today. First Readers, I want you to read aloud to your partner.

Second Readers, raise your hand. You will be the Coach. Remember to use the helping strategies. Coaches, remember that after you help the Reader figure out a

missed word, whether it's a careless mistake or a hard word mistake, the Reader must reread the whole sentence. Every time the Coach helps the Reader figure out a word, the Reader rereads the sentence. If you have any questions, raise your hand so I can come help you.

Allow students to practice for a few minutes. Monitor and give corrective feedback.

TEACHER: Stop reading now. You are doing a great job learning to help each other with hard words.

Now let's switch jobs. This time, Second Readers read aloud and First Readers are the Coach. Coaches, help your partners by using the helping strategies we just learned. Let's keep practicing.

Allow students to practice for a few minutes. Monitor and give corrective feedback.

TEACHER: Great job, everyone! Now here's something to think about when you're the Reader: You can also ask your Coach for help when you come to a word you don't know. You don't necessarily have to wait for the Coach to offer to help you. Who can give me an example of what you could say to your partner when you come to a word you don't know?

Accept all reasonable responses, such as the following:

Students: I don't know this word, can you help me ?
Would you please help me with this word?

LESSON 2, PART D: STORY RETELL

STORY RETELL: RETELLING THE STORY IN SEQUENCE

TEACHER: We have one more thing to learn about Partner Reading. After you and your partner have each read for 5 minutes, it will be time for Story Retell. Story Retell is the last step in Partner Reading.

REVIEW QUESTION: What's the last step in Partner Reading?

Students: Story Retell.

TEACHER: Great job listening! During Retell, you show how much you understand about what you read. We'll do Story Retell for 2 minutes.

REVIEW QUESTION: How long will we do Retell?

Students: 2 minutes.

TEACHER: Story Retell is a very important activity because it lets you know if you're understanding what you read. When you retell a story, you talk about the most important information you learned in the story.

REVIEW QUESTION: Who can tell me what "retell" means?

Student: Talking about the most important information learned in the story.

TEACHER: That's right. Reading many sentences correctly is good, but understanding what you read is even more important! If you can retell the most important information you learned in a story, then you'll know that you have understood what you read.

With your partner, you will take turns telling one thing that happened in the story. The First Reader will tell the first thing that happened, the Second Reader will tell the second thing, and so on. You will tell the things that happen in the order in which they happened. It is very important to follow along and listen carefully when your partner is reading so you can help retell what you read and what your partner reads.

*Show Partner Reading Clip 12.
Discuss each student's role during Story Retell.
Monitor.*

TEACHER: Now, sometimes you may disagree with your partner about something she says during Retell. If this happens, you explain why you disagree. Then, it's your turn again to Retell and you name the thing that happened next. Then your partner continues with the next thing, and so on. Watch the video to see a clip of disagreeing and helping during Story Retell.

*Show Partner Reading Clip 13.
Discuss how the student gave help during Story Retell.
Monitor.*

TEACHER: It is important to listen to what your partner says on his turn so that you can (1) tell the next thing that happens, or (2) disagree with him if, you think he's wrong. Also, if your partner gets stuck and doesn't know the next thing, you may need to help him.

REVIEW QUESTION: Who can explain Story Retell?

Student: The two partners take turns saying things that happened in the story or article, in sequence (the order that they happened).

TEACHER: Terrific! Now it's time for you to practice. I am going to read half a page from an article in your reading packets. After I finish, I want you to practice Retell with your partner. Remember to take turns sharing main ideas from the story.

While you and your partner are doing Story Retell, I will walk around the room and award PALS dollars to pairs who are cooperating, catching and correcting mistakes, and trying to do a good job on Story Retell.

Select an article from the reading packet and read half a page aloud to the class. Then, monitor the students as they do Retell for 2 minutes.

LESSON 2, PART E: REVIEW

REVIEWING IMPORTANT INFORMATION

TEACHER: Now, we're ready to put Partner Reading altogether. First, let's review everything we've learned by going over the notetaking sheets.

Place the Notetaking Sheet for Partner Reading transparency on the overhead and review the information.

TEACHER: From now on, we'll do Partner Reading first every day during PALS. Does anyone have any questions about Partner Reading or anything else we have learned about PALS?

Answer any questions the students may have.

TEACHER: Now let's practice doing Partner Reading. It's time for PALS. Everyone, get your materials ready.

Monitor. Praise pairs who set up their desks quickly and correctly.

TEACHER: Remember, as you do Partner Reading, I'll award PALS dollars to pairs who are On-the-Job. First Readers, get ready to read. Remember to read carefully, quickly, and with expression. Second Readers, get ready to listen and to find and correct mistakes. Begin.

Set timer for 5 minutes. Circulate and award PALS dollars. Follow the PALS teacher command card to continue Partner Reading and Retell.

LESSON 2, PART F: PRACTICING PARTNER READING

Implement Partner Reading with Story Retell for at least 3 days. Prior to practicing PALS, place the notetaking transparency on the overhead to review the rules. Also, remind students of specific On-the-Job Behaviors you will be looking for during PALS. At the end of each PALS session, have students total dollars and add them to their PALS accounts.

The following week, begin Lesson 3.

APPENDIX 1: KEEPING TRACK OF PALS DOLLARS

WHEN STOPPING:

TEACHER: That is the end of PALS for today. On your Record of Earnings Card, circle the last number with a slash through it.

Pause.

Write that number on the line with the same name as the block of squares.

Pause.

Add the numbers on each line to reach a total number of PALS dollars earned today.

Pause.

Enter that total in your checkbook.

Pause.

Add today's total to the old balance to find your new balance.

Pause.

Help your partner and check each other's work.

Walk around room, checking students' work.

Good work everyone!

Now, you can put your reading packets and PALS folders away. Remember to take good care of them.

Then write "PALS catalogue" on the long line to tell yourself where the money went.

Demonstrate.

Then, under the subtractions column, write the number of PALS dollars you spent today.

Demonstrate.

Subtract that number from yesterday's balance.

Demonstrate.

That new number is your new balance.

TEACHER: After you find your new balance, ask your partner to check your work. When you are done with writing your check and finding your balance, please give your check to me.

LESSON 6:

READING FOR INFORMATION



LESSON 6: READING FOR INFORMATION

Teacher Materials	Student Materials
1. Transparencies -"Leader of the Pack" -"Paying Taxes" -"How Are They Different?" -Lesson 6 T-chart -"Interviewing" 2. Overhead projector 3. Transparency pen 4. Timer	1. PALS folder (one per pair) 2. Reading packets 3. Check register 4. Notetaking sheets 5. "How Are They Different?" questions (one for each student)

Expected training time: 2 sessions, each 40-60 minutes
This lesson should be done after students have mastered PALS when reading stories.

NOTES TO TEACHER

1. After the first day of training Reading for Information, begin all subsequent Reading for Information training sessions with a review of all previously covered material. The review can be conducted using the Notetaking Sheet for Lesson 6 transparency.
2. Once the Record of Earnings Cards have been distributed each day, award PALS dollars freely to students who are displaying the On-the-Job Behaviors and who are answering questions. Reward PALS dollars throughout the session.
3. At the end of every session, remember to save time for totaling the PALS dollars on the Record of Earnings Card and depositing the PALS dollars into the check register. A script for this process can be found in Appendix 1 at the end of this section.
4. Quizzes are provided to give your students. The quiz for this section is called: Lesson 6: Reading for Information. These quizzes are optional. A copy of the quiz is found in the package of supplemental materials.

OBJECTIVES

Students will be able to:

1. Recognize how reading stories and reading for information are different.
2. Conduct Partner Reading when reading for information.
3. Conduct Paragraph Shrinking when reading for information.
4. Conduct Prediction Relay when reading for information.

BEFORE THE LESSON

1. Get out students' reading packets.

2. Get out student worksheets for Lesson 6.
3. Put transparencies in the right order.
4. Direct partners to sit together.
5. Distribute PALS folders and reading packets.
6. Take attendance

LESSON 6: OUTLINE READING FOR INFORMATION

I. Introduction to Reading for Information

- A. Stories:
 1. Are mainly about a who.
 2. Tell a story.
 3. Have dialogue.
 4. Don't have a lot of words you don't know.
 6. Don't have headings before some of the paragraphs.
- B. Reading for information articles:
 1. Are mainly about a what.
 2. Try to teach you something new.
 3. Don't have dialogue.
 4. Have a lot of hard words.
 5. Have headings before some of the paragraphs.

II. Conducting Partner Reading when reading for information.

- A. Catching careless mistakes stays the same.
- B. Hard words stays the same, except there may be a lot more hard words.
- C. During Story Retell, you tell about the most important facts that you learned.

III. Conducting Paragraph Shrinking when reading for information.

- A. The paragraph will usually be about a main what.
- B. The main thing about the what will usually be what you learned about the what.
- C. The main idea will still only be 10 words.

IV. Conducting Prediction Relay when reading for information.

- A. When you make a prediction, it will be about what they'll talk about next in the article.
- B. Make a prediction before every heading, and shrink before the next heading.

LESSON 6, PART A: INTRODUCTION TO READING FOR INFORMATION

TEACHER: Today we're going to learn one more thing about PALS. To begin, I'd like to read two articles to you. One of the articles is like the articles that we've been reading since we started PALS. The other article is different from what we've been reading. As I read, I want you to pay careful attention to how the articles are different. I would especially like you to think about the following questions:

Distribute "How Are They Different?" questions.

1. Is the article mainly about a who or what?
2. Is the article telling you a story? Or, is it trying to teach you something new?
3. Does the article have dialogue?
4. Does the article have a lot of words you don't know?
6. Does the article have headings before some of the paragraphs?

READING STORIES

*Place the first page of "Leader of the Pack" on the overhead.
Read it out loud to the class.
Continue reading until you've finished the entire article.*

TEACHER: Now that I've read "Leader of the Pack", let's answer our five questions. Let's start with question #1: Is the article mainly about a who or what?

Student: The question is mainly about a who.

TEACHER: Right. Can you name the main who?

Student: The main who is Tanesha.

TEACHER: Good. The main who is Tanesha. Now let's look at question #2: Is the article telling you a story? Or, is it trying to teach you something new?

Student: The article is telling a story.

TEACHER: Great. What is the story about?

Student: The story is about a girl who had to make a choice between staying on the cheerleading squad or coaching.

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

Student: Yes. The article has dialogue.

TEACHER: Good. How do you know that the article has dialogue?

Student: There are quotation marks in some places.

TEACHER: Terrific. What about question #4: Does the article have a lot of words that you don't know?

Student: No. There aren't a lot of words that I don't know.

TEACHER: Good. Now let's answer the last question: Does the article have headings before some of the paragraphs?

Student: No. There aren't any headings before any of the paragraphs.

TEACHER: Right. Now that we've answered all the questions, I'll read the next article. Pay careful attention so that you can answer the questions when I'm done reading.

READING FOR INFORMATION

*Place the first page of "Paying Taxes" on the overhead.
Read it out loud to the class.
Continue reading until you've finished the entire article.*

TEACHER: Now that I've read "Paying Taxes," let's answer the five questions. Let's start with question #1: Is the article mainly about a who or what?

Student: The article is mainly about a what.

TEACHER: Right. Can you name the main what?

Student: The main what is taxes.

TEACHER: Good. What about question #2: Is the article telling you a story? Or, is it trying to teach you something new?

Student: It's trying to teach us something new.

TEACHER: What is it teaching you about?

Student: It's teaching us about taxes.

TEACHER: Great. Now question #3: Does the article have dialogue?

Student: No. The article doesn't have dialogue.

TEACHER: Good. What about question #4: Does the article have a lot of words that you don't know?

Student: Yes. There are a lot of words that I don't know.

TEACHER: What are the words that you don't know?

Examples of words that students may not know are: income, interest, accounts, property, transportation, lodging, highways, etc.

TEACHER: Good. Let's look at the last question: Does the article have headings before some of the paragraphs?

Student: Yes. The article has headings before some of the paragraphs.

DISTINGUISHING STORIES FROM READING FOR INFORMATION

Place the T-chart transparency on the overhead to help summarize how the articles were different.

TEACHER: Now let's look at our questions to see how the articles were different.

TEACHER: Let's start with question #1. We said that "Leader of the Pack" was mainly about a who. And, we said that "Paying Taxes" was about a what.

Write the answer to question #1 on the T-chart.

What about question #2? How were the articles different?

Student: We said that "Leader of the Pack" was telling us a story. And, "Paying Taxes" was teaching us about something new.

Write the answer to question #2 on the T-chart.

TEACHER: Now, what about question #3?

Student: We said that "Leader of the Pack" had dialogue, but "Paying Taxes" did not have dialogue.

Write the answer to question #3 on the T-chart.

TEACHER: If we look at question #4, how were the two articles different?

Student: We said that "Leader of the Pack" didn't have a lot of words that we didn't know, but "Paying Taxes" did have a lot of words that we didn't know.

Write the answer to question #4 on the T-chart.

TEACHER: What about question #6?

Student: We said that "Leader of the Pack" didn't have headings, but "Paying Taxes" did.

Write the answer to question #6 on the T-chart.

TEACHER: Now that we know how the two articles are different, who can tell me which article is more like the ones we've been reading during PALS?

Student: "Leader of the Pack" is more like the ones that we have been reading.

TEACHER: That's right. Because "Paying Taxes" is a little different from what we've been reading, we're going to talk about how to do the three PALS activities with other articles like "Paying Taxes."

We're going to call articles like "Paying Taxes" : Reading for Information. They aren't stories like "Leader of the Pack." Instead, these articles are giving us information. Can anyone think of another example of something that you might read for information?

Student: Newspapers, magazines, manuals, drivers handbook, etc.

LESSON 6, PART B: CONDUCTING PARTNER READING WHEN READING FOR INFORMATION

TEACHER: When you read articles for information, Partner Reading stays almost exactly the same. You will still take turns reading for 5 minutes, catching mistakes, and helping the reader with hard words. You will probably find a lot more hard words, though. If you find hard words you can use the three helping strategies for figuring out words. Can anyone tell me what those helping strategies are?

Student: Looking at the parts of the word, saying the word slowly, or asking the teacher for help.

TEACHER: Good. So, Partner Reading will stay the same. But, Story Retell will be a little different. Why do you think it will be different? Here's a hint: "Think about the words Story Retell."

Student: It will change because we won't be reading a story anymore. We'll be reading for information.

TEACHER: Right. So, instead of retelling the events that happened in the article, you are going to retell the important facts or ideas that you learned from the article. Let's look at "Paying Taxes" again to see what I mean.

Place the first page of "Paying Taxes" on the overhead. Reread the page out loud to the class.

TEACHER: I am going to retell the facts that I read in the article. Listen carefully and help me if I get stuck and can't remember.

*Read the following facts out loud to the class.
Get stuck on one of the facts to see if Someone can help you recall a fact.*

1. The article was about paying taxes.
2. People who pay taxes are called taxpayers.
3. One kind of tax is income tax.
4. Income tax is paid on what a person earns.
5. Property tax is another kind of tax.

6. Property taxes are based on what a person's property is worth.

7. Sales tax is another kind of tax.

8. Sales taxes are paid when someone buys something.

TEACHER: So,, instead of retelling what happened in the article, I retold the facts or ideas that I read in the article. This is going to take a lot of practice. Now I'm going to read the second page of "Paying Taxes" and I want you and your partner to retell the facts you remember. You can look back at the article if you need to. But , in your retell, try not to reread any of the sentences from the article .

Place the second page of "Paying Taxes" on the overhead. Reread the page out loud to the class.

TEACHER: Now it's your turn to retell. First Readers, get ready to retell one fact from article. Second Readers, listen to your partner and get ready to tell another fact from the article. Continue taking turns retelling until I ask you to stop.

*Monitor as students retell.
Give students 2 minutes to retell.*

TEACHER: You did a good job of retelling. Is there a pair who would like to share your retell?

Have a pair retell the paragraph and give them feedback.

TEACHER: Good job. Let's review what we've learned about Partner Reading when we read for information.

REVIEW QUESTION: Are catching mistakes and helping with hard words different during Partner Reading when you read for information?

Student: No. They stay the same.

REVIEW QUESTION: Is Story Retell different when you read for information?

Student: Yes.

REVIEW QUESTION: How is Story Retell different?

Student: Instead of retelling the events that happened in the story, we retell the facts we learned about.

TEACHER: Good job. Now we're ready to learn how to do the next PALS activity when we read for information.

LESSON 6, PART C: CONDUCTING PARAGRAPH SHRINKING WHEN READING FOR INFORMATION

TEACHER: Next, we're going to learn how to do Paragraph Shrinking when we read for information. First, let's review the Paragraph Shrinking steps.

Review the steps with students.

Optional: use Lesson 3 notetaking sheet to review.

Now let's look at a reading for information article. I'll read the first paragraph and all of you will be my coaches. As I answer the Paragraph Shrinking questions, I'll tell you how Paragraph Shrinking is a little different when you read for information. Listen carefully and take good notes.

Place "Interviewing" on the overhead. Read the first paragraph out loud.

TEACHER: Okay. Now that we've read the first paragraph, someone ask me the first Paragraph Shrinking question on your Question Card.

Student: Name the who or what.

TEACHER: Remember, we said when we read for information the article is mainly about a what. So, I am going to say that the main what is a job interview. Is that right?

Student: Yes.

TEACHER: Good. Someone ask me the second Paragraph Shrinking question.

Student: Tell the most important thing about the who or what.

TEACHER: Well, we said that when we read for information, we are reading to learn something new. What did I learn about job interviews?

Pause and pretend to think.

I know. I learned that at a job interview I have to convince my employer that I can do the job. Is that right?

Student: Yes.

TEACHER: Okay. Someone ask me the last Paragraph Shrinking question.

Student: Say the main idea in ten words or less.

TEACHER: I have to put the main what and the main thing I learned about the what into a main idea statement. So, I said the main what was a job interview. The main thing that I learned about a job interview is that it is my chance to convince my employer that I can do the job. So, the main idea in 10 words or less is: "A job interview is my chance to show my employer I can do the job." Is that right?

Student: No. "Shrink it!"

TEACHER: Okay. A job interview is my chance to show that I can do the job. Is that right?

Student: No. "Shrink it!"

TEACHER: Okay. A job interview is my chance to show what I can do. Is that right?

Student: Yes.

REVIEW QUESTION: Who can tell me how we count "a job interview?"

Student: We would only count "a job interview" as one word.

TEACHER: Great. Let's do one more paragraph before you try this with your partner. Listen and follow along as I read the next paragraph. Then, I will be the Coach and someone will be the Reader.

*Read the second paragraph of "Interviewing."
When you are finished, ask for a volunteer and cycle through the Paragraph Shrinking questions.*

TEACHER: All right. Now it's your turn to work with your partner. I'll read the third paragraph and you'll follow along as I read.

Read the third paragraph of "Interviewing."

Okay, Second Readers, get ready to ask your partner the Paragraph Shrinking questions. First Readers, get ready to shrink the paragraph into a main idea statement. Begin.

Monitor.

You did a good job. Second Readers, this time you will shrink the paragraph into main idea statement. Everyone follow along as I read the fourth paragraph.

*Read the fourth paragraph of "Interviewing."
Note: This paragraph carries over to the second page.*

Okay, First Readers, get ready to ask your partner the Paragraph Shrinking questions. Second Readers, get ready to shrink the paragraph into a main idea statement. Begin.

Monitor.

TEACHER: Good job. Let's review what we've learned about Paragraph Shrinking when we read for information.

REVIEW QUESTION: When we read for information, is a paragraph going to be about a main who or a main what?

Student: The paragraph is going to be about a main what.

REVIEW QUESTION: When we read for information, is the most important thing going to be about Something that happened to the what? Or, is going to be something new that we learned about the main what?

Student: It is going to be about a fact that we learned about the what.

REVIEW QUESTION: When we read for information, our main idea statement is going to have two parts. What are those two parts?

Student: The two parts are going to be the most important what and the most important thing or fact that we learned about the what.

TEACHER: Good job. Now we're ready to learn how to do the next PALS activity when we read for information.

LESSON 6, PART D: CONDUCTING PREDICTION RELAY WHEN READING FOR INFORMATION

TEACHER: Next, we're going to learn how to do Prediction Relay when we read for information. Remember that when we do Prediction Relay with stories, we begin by predicting what we think is going to happen next. When we read for information, our predictions will be a little different. Instead of predicting what is going to happen next, we will predict what facts or ideas the article will talk about next.

Also, during Prediction Relay, you read half a page and it's up to the Coach to decide how much half a page is. This can be hard to decide when you read for information because you may have different headings on one page. So, to make it easier, when you have a page that has headings, you should make a prediction and shrink before every new heading. This is important because things under different headings may not have anything to do with each other. So, it would be really hard to shrink them into main idea statement later.

When you do come to a heading, you can use it to help you make a prediction because it's like a title. It kind of gives you an idea of what is going to be talked about next in an article. In some cases, you'll be able to use the heading as the most important what of your main idea statement. Or, it will give a clue about the main what.

Sometimes there won't be headings. When this happens, you just read half a page like you usually do during Prediction Relay. Let's try an article together so you can see what I mean.

Place the second page of "Interviewing."

TEACHER: I need a volunteer to be my Coach.

Call on a student who has raised his hand.

TEACHER: Start with the first question on the Question Card.

Student: What do you think will happen next?

TEACHER: Instead of "What do you think will happen next?" you can say "what do you think they will talk about next?" The last paragraph was about things you need to gather before you go to an interview. The heading says "Taking a List of References," so I think that they'll talk about gathering references before an interview. Is that likely?

Student: Yes. It is possible.

TEACHER: Good. Now I'm ready for the next question.

Student: Read half a page.

TEACHER: There are headings on this page. So, I need to remember to stop before I get to the heading, "Know Your Skills."

Read up to the heading "Know Your Skills."

TEACHER: Okay. What do I do next?

Student: Check. Did your prediction come true?

TEACHER: Yes. My prediction came true. What's next?

Student: You have to shrink the paragraph into a main idea statement.

TEACHER: Okay. Ask me the questions.

Student: Name the who or what.

TEACHER: Well. They are talking about references.

Student: Tell the most important thing about the who or what.

TEACHER: Know your references before you go to an interview.

Student: Say the main idea in ten words or less.

TEACHER: Have a list of references before you go to an interview. Is that right?

Student: Yes.

TEACHER: Good. What would I do next?

Student: You would make another prediction.

TEACHER: Great. Let's try the next section. Who would like to be my coach this time?

*Call on a student who raises his hand. Cycle through the Prediction Relay steps.
Read the next section entitled "Know Your Skills" out loud to the class.
Continue this process until students have an adequate understanding.*

LESSON 6, PART E: PRACTICING PALS WITH READING FOR INFORMATION

Implement PALS for at least 3 days using reading materials that require "Reading for Information." Prior to practicing PALS, place the notetaking transparency on the overhead to review the procedures. Also, remind students of specific On-the-Job Behaviors you will be looking for during PALS. At the end of each PALS session, have students total dollars and add them to their PALS accounts.

APPENDIX 1: KEEPING TRACK OF PALS DOLLARS

WHEN STOPPING:

TEACHER: That is the end of PALS for today. On your Record of Earnings Card, circle the last number with a slash through it.

Pause.

Write that number on the line with the same name as the block of squares.

Pause.

Add the numbers on each line to reach a total number of PALS dollars earned today.

Pause.

Enter that total in your checkbook.

Pause.

Add today's total to the old balance to find your new balance.

Pause.

Help your partner and check each other's work.

Walk around room, checking students' work.

Good work everyone!

Now, you can put your reading packets and PALS folders away. Remember to take good care of them.