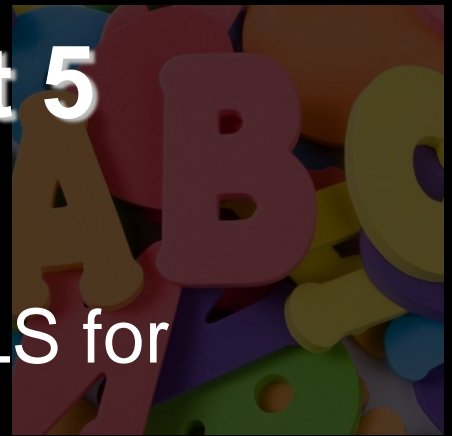
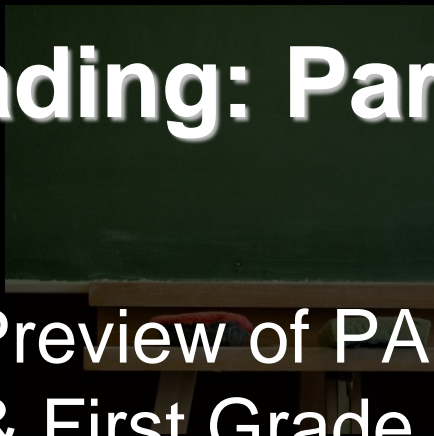




## PALS in Reading: Part 5

Booster Session & Preview of PALS for  
Kindergarten & First Grade



The banner features a dark background with educational icons on the left: a stack of books, several colored pencils, and a yellow and blue folder. On the right, the letters 'P', 'A', 'L', and 'S' are displayed in large, bold, white font, each enclosed in a colored square (green, red, brown, and blue respectively).

# PALS Webinar Series

- ✓ 10/05: Overview & Implementation
- ✓ 10/19: Partner Reading with Retell
- ✓ 11/02: Paragraph Shrinking & Prediction Relay
- ✓ 11/16: Put it all together
- 11/30: **Booster session; Preview of K-PALS and First Grade PALS**

*Each session includes review and Q&A from the previous session. You are encouraged to try the strategies presented between each webinar.*



# Objectives

- Today we will:
  - Address questions and issues raised by webinar participants regarding implementation of PALS for Grades 2-6
  - Preview Kindergarten and First Grade Reading PALS

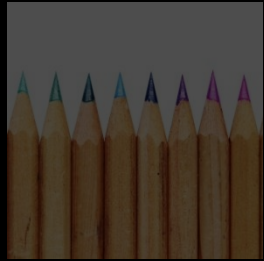


# **PALS REVIEW & QUESTIONS**

The header features a dark background with several educational icons: a stack of books, a row of colored pencils, and a folded piece of paper. To the right, the letters 'P', 'A', 'I', and 'S' are displayed in large, bold, colored fonts (green, red, brown, and blue respectively) within square frames. The text 'Responses to PALS Survey' is overlaid in white, bold font.

# Responses to PALS Survey

- Review all PALS activities
- Review how to select reading materials
- Review monitoring students
- A few specific questions



# PALS Review

## **Question Card**

### **PARTNER READING**

1st Reader reads. 2nd Reader is Coach.



5 min

.....  
2nd Reader reads. 1st Reader is Coach.



5 min

Begin reading where 1st Reader started.

1 point for each sentence

### **RETELL**

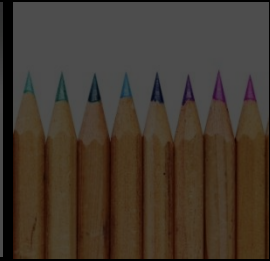
2nd Reader retells. First Reader asks:



2 min

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

Did you earn all 10 points?



# PALS Review

## PARAGRAPH SHRINKING

**1st Reader reads. Coach says:**

1. Name the most important who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in 10 words or less.

1 point for each step

5 min

**2nd Reader reads. Coach says:**

1. Name the most important who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in 10 words or less.

1 point for each step

5 min

## PREDICTION RELAY

**Coach asks 1st Reader:**

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

1 point for predicting  
1 point for reading  
1 point for checking

5 min

**Coach asks 2nd Reader:**

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

1 point for predicting  
1 point for reading  
1 point for checking

5 min

# Specific Question: Retell

- “Are there specific fiction and non-fiction student retell prompts that are printable from the book?”
  - *Fiction: See question card (printable from manual)*
  - *Non-fiction: Modify to “What did you learn first? What did you learn next?” and so on...*

## RETELL

2nd Reader retells. First Reader asks:

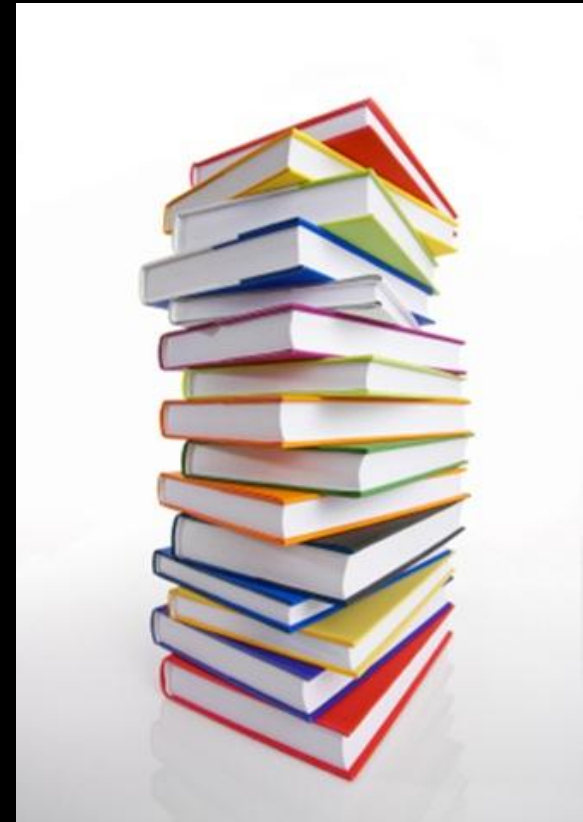
1. What happened first?
2. What happened next?
3. Continue asking what happened next.

Did you  
earn all  
10 points?



# Selecting Appropriate Texts

- Text should be at weaker reader's level
  - No more than 10 errors per 100 words
- Each pair may read from **DIFFERENT** text
  - Within the pair, students read the same text



Selecting appropriate texts is critical to the success of PALS

# Monitor Students

- Watch to see:
  - Are students following the routines?
  - How good is the feedback they give?
  - How strong are their main idea statements and retellings?
  - How good are their predictions?



Monitoring is your most important job once students have started PALS!



# Specific Questions: Monitoring

- “What do you do if you see the pair of students struggling with paragraph shrinking and retell activities? How much is too much teacher involvement?”
  - Specific, immediate feedback is key
    - Ask “W” questions
    - Model if needed
  - Continue monitoring
  - Provide additional instruction as needed



# Other Questions/Issues

- “I would appreciate suggestions for behavioral challenges.”
  - Consider behavioral issues when pairing students.
  - Provide clear expectations and modeling of strong coaching behaviors (use Mini-Lessons in manual).
  - Give pairs a chance to get along.
  - Provide immediate, specific feedback/praise to build success.
  - Create individualized behavior plans (e.g., earning a certain number of points leads to a tangible reward).
  - Rotate pairs more frequently.
  - Consider the “invisible” partner (only for children with average to high reading skills).
  - Pair child with significant behavioral challenges with an adult.



# Point Sheet

1st Reader:

2nd Reader:

Teacher:

Date:

## READING LOG

Check Off  
When  
Complete

Book 1

Book 2

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

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

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

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500

# Any other questions?





Kindergarten and First Grade Preview

# **PALS FOR BEGINNING READERS**



# Purpose of PALS for Beginning Readers

- To develop important beginning reading skills for young children including
  - Phonological awareness
    - Segmenting
    - Blending
    - Rhyming
  - Letter-sound recognition
  - Decoding
  - Fluency



The graphic features a horizontal row of six square panels. From left to right: 1. A stack of colorful books. 2. A row of sharpened colored pencils. 3. A stack of colorful papers or folders. 4. A green square containing a white letter 'P'. 5. A red square containing a white letter 'A'. 6. A blue square containing a white letter 'L'. 7. A blue square containing a white letter 'S'. The text 'K-PALS Structure' is overlaid in white, bold font across the middle of these panels.

# K-PALS Structure

- Teacher-led practice
- Partner activities
- Monitoring students
- Point system



# Teacher-Led Practice

- Teacher leads class in Sound Play activity (3-5 minutes)
- Teacher leads class in Decoding activities (5 minutes)



# Partner Activities

- Decoding Lesson Sheet (15 minutes)
  - What sound?
  - What word?
  - Sound boxes
  - Reading sentences
- Reading Books (5 minutes)
  - Introduced around Week 10/Lesson 39
  - Teacher selects books



# K-PALS ACTIVITIES

The banner features a row of educational items: a stack of books, a row of colored pencils, and a colorful geometric shape. To the right, the letters 'D', 'A', 'L', and 'S' are displayed in large, bold, colored fonts within square frames. The text 'K-PALS Activities' is overlaid in white, bold font across the center of the banner.

# K-PALS Activities

- Teacher-Directed Sound Play (3-5 min)
- Teacher-Directed Decoding (5 min)
- Peer-Mediated Decoding (15 min)









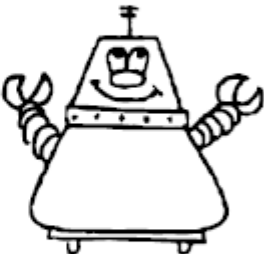





# Teacher-Directed Sound Play

- Clap the Syllables
- First Sound
- Rhyming
- Guess My Word
- Last Sound

# Clap the Syllables

## Intro Lessons 1 & 2

**Intro Lesson 1**

Appendix J. Sound Play













Clap the Syllables - 2 & 3 syllables

# First Sound A (Forced choice of 2)



Intro Lessons  
3 & 4; Lessons  
1-4, 21-24

**Intro Lesson 3**

 apple	 alligator	 hat	 ant
 astronaut	 ant	 pig	 apple
 astronaut	 anteater	 cat	 ant

113 Appendix J. Sound Play First Sound - a

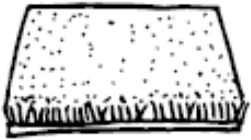





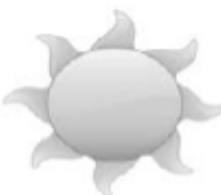

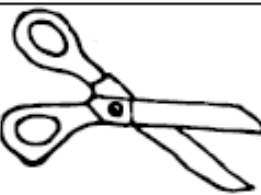


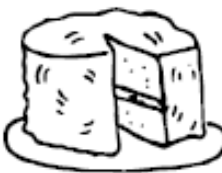


# First Sound B (Forced choice of 3)

Lessons 5-8, 25-28, 57-60



## Lesson 5

 mat	 milk	 table	 strawberry
 snake	 tomato	 sun	 mitt
 scissors	 bug	 sock	 cake

# Rhyming

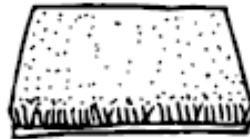
Lessons 9-12, 41-44



## Lesson 9



cat



mat



bat



carrot



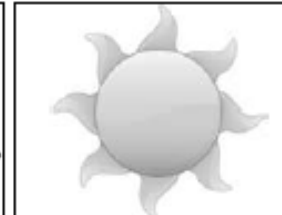
Pat



rat



bat



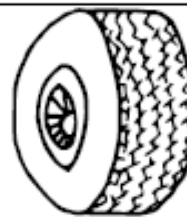
sun



bat



sat



fire




hat

# Guess My Word A (Word families)



Lessons 13-16, 29-32,  
45-47, 65-68

**Lesson 13**



--	--	--




--	--

	
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--	--

	
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 Appendix J. Sound Play Guess My Word: cat, bat, Pat, mat


# Guess My Word B

(Words with same first sound)



Lessons 17-20, 33-36

**Lesson 17**



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131 Appendix J. Sound Play Guess My Word: bike, bus, bed, boat

# Last Sound

Lessons 37-40, 53-56, 69-72

P

A

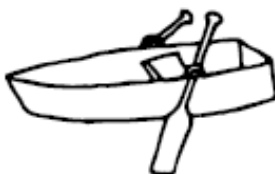
L

S

## Lesson 37



cat



boat



apple



foot



hat



coat



mitten



scissors



Pat



net



monkey



goat

151

# Moving through the Activities

## What Sound?

1. First reader 😊
2. Second reader 😊

## What Word?

1. First reader 😊
2. Second reader 😊

## Sound Boxes & Sentence

1. First reader 😊
2. Second reader 😊

If students have time:  
Repeat all activities.

Lesson 29	
<p>g p o r a h ★ r i t p c ★ n i p f h ★ a p h o p i r s ★</p>	<p>What sound?</p> <p>😊 😊 😊 😊</p>
<p>is and was the and on the and</p>	<p>What word?</p> <p>😊 😊 😊 😊</p>
<p>r a t    h a t    s a t p a n    c a n    m a n</p> <p>The rat sat.</p>	<p>Read it slowly.</p> <p>🎵 Sing it and read it.</p> <p>😊 😊 😊 😊</p>

# Correction Procedures



## Correction Procedures



### For What Sound?

Stop. That sound is \_\_\_\_\_. What sound? Good. Go back and read that line again.

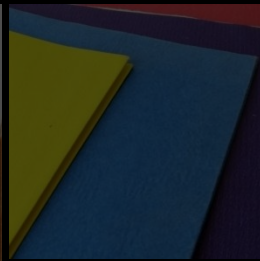
### For Sight Words

Stop. That word is \_\_\_\_\_. What word? Good. Go back and read that line again.

### For Sound Boxes

Stop. That word is \_\_\_\_\_. What word? Good. Go back and read that line again.

# Points



## Point Sheet



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

Name: \_\_\_\_\_

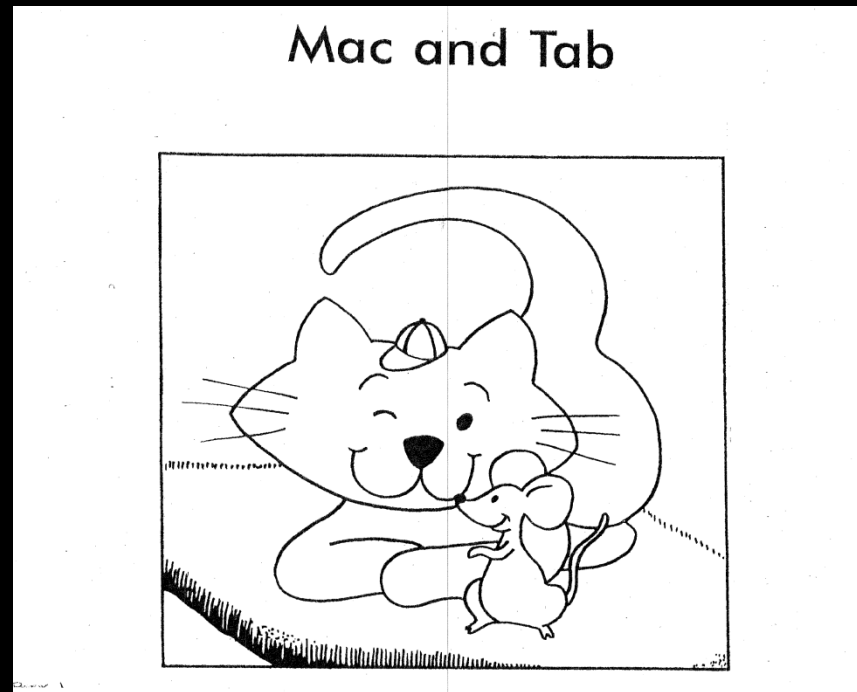
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51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
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91	92	93	94	95	96	97	98	99	100



## Reading A Book



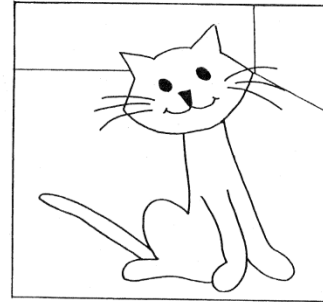
- Introduce at Lesson 40 (Week 10).
- Allocate about 5 minutes.
- Stronger reader is First Reader.
- First Reader reads title, Second Reader reads title.



## Reading A Book

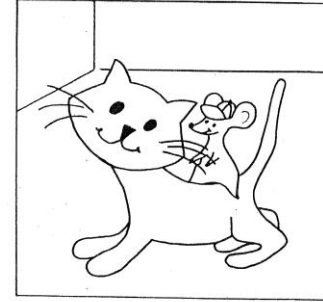


- First Reader reads a sentence, Second Reader reads the same sentence.
- Continue through the book.
- Mark 5 points.
- Read again (now weaker reader reads first).



Tab is a cat.

1



Tab has a pal.  
The pal is Mac.

2

## Correction:

“Stop. That word is  
/ \_\_\_\_\_/. What word?”  
“Read that line again.”



# Scheduling K-PALS Lessons

- 30 minutes, 3-4 times per week  
*(4 times for Title I/high poverty classrooms)*
- Same times each day
- Same days each week



# FIRST GRADE PALS

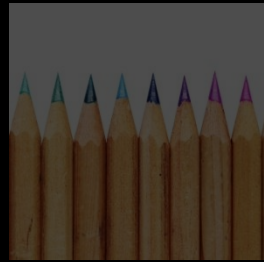
# First Grade PALS Structure

- Teacher-led practice
- Partner activities
- Teacher monitoring
- Teams and reward system



# Partner Activities

- Sounds and Words
  - Saying sounds
  - Sounding out
  - Reading sight words
  - Reading story
- Speed Game (increase fluency and word recognition through timed readings)
- Partner Reading (partners take turns for 10 minutes reading pages from trade books--introduced during Week 10)







# Point System

## POINT SHEET

1st Reader					2nd Reader				
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
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# Lesson 23: Decoding Lesson




1. Hearing sounds and preview (teacher directed)
2. What Sound? (3 min)
3. Sounding Out (4 min)

<b>LESSON 23</b>		COACH SAYS:
n c h o ★ g n c		What sound?
o n d ★ i t p f c		
c n s n r h n ★		
 		
Pam	Sid	1. Sound it out.
hat	fast	2. Read it fast.
grass	cat	
pan	in	
 		



# Lesson 23: Decoding Lesson

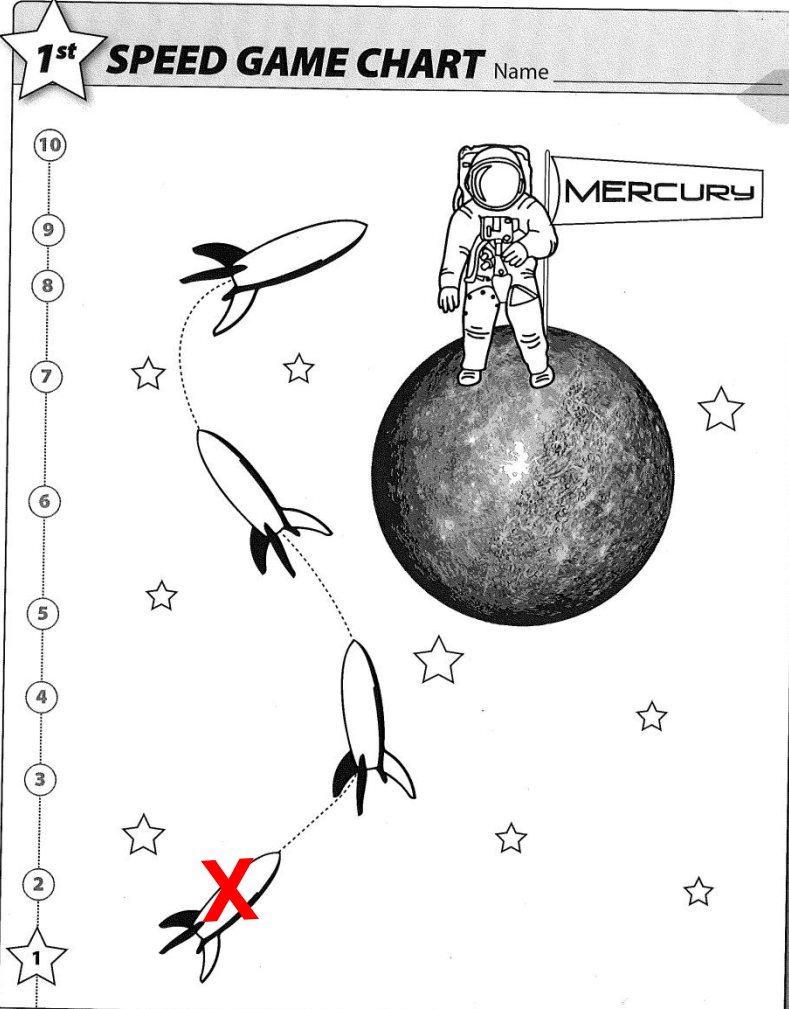
1. Read the words (3 min).
2. Read the story (4 min).
3. Speed Game

LESSON 23		COACH SAYS:
<p>are has to come find see no are for</p> <p>he said are away with he has no was</p> <p>come find have blue have a and he</p> <p>are blue he has are for was away are</p> <p><del>5 points</del> <del>5 points</del></p>	<p>Read the words.</p>	
<p><u>Pam and James</u></p> <p>Pam has a <b>brother James</b>.</p> <p>Pam has a baseball.</p> <p>Pam throws the baseball to <b>James</b>.</p> <p>Pam and <b>James</b> are in the grass at the park.</p>  <p><del>5 points</del> <del>5 points</del> <del>5 points</del> <del>5 points</del> <del>5 points</del> <del>5 points</del></p>		<p>Read the story.</p> <p>James</p> <p>brother</p>
	<p>Go back to "Read the words."</p>	<p>rocket words </p>

# Star Charts

- One Speed chart for each Reader.
- Reader marks an X in a rocket each day she/he beats her/his first time on the Speed Game.
- Completed Charts are traded in for PALS bookmarks.

**1<sup>st</sup> SPEED GAME CHART** Name \_\_\_\_\_



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

Student Materials • 299



# PARTNER READING

The header features a dark background with several elements: on the left, a stack of colorful books; in the center, a row of sharpened colored pencils; and on the right, the PALS logo where each letter is inside a colored square. The text 'Partner Reading (Begin at Week 10)' is overlaid in white, bold font.

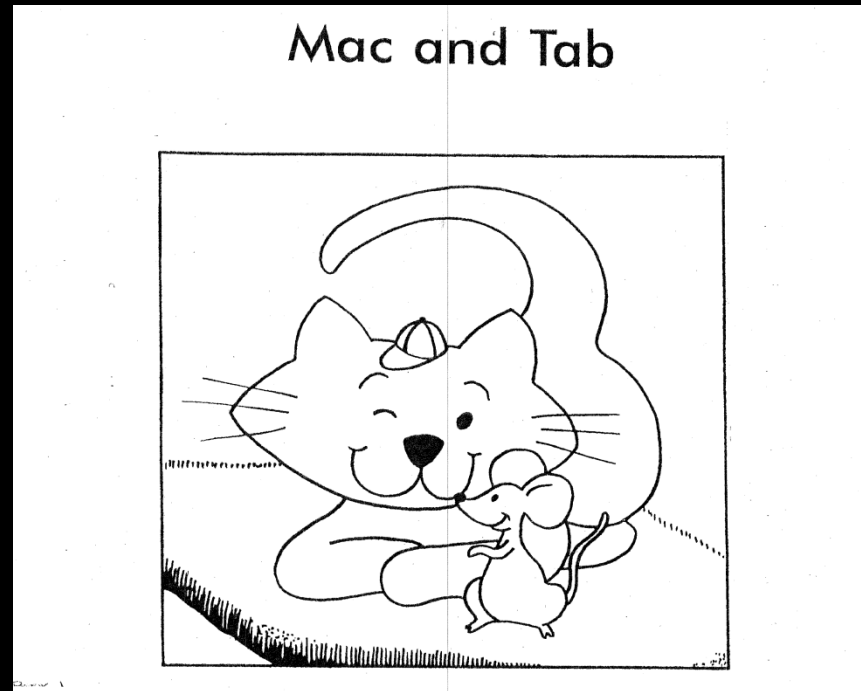
# Partner Reading (Begin at Week 10)

- Conduct for 10 min at the end of each PALS session.
- Use children's literature.
- Stronger reader always models reading first (page by page).
- Weaker reader reads first on the second time through.
- Book is read four times.

## Partner Reading



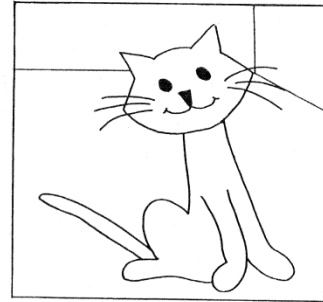
- Introduce at Week 10.
- Allocate about 10 minutes.
- Stronger reader is First Reader.
- First Reader reads title, Second Reader reads title.



## Partner Reading

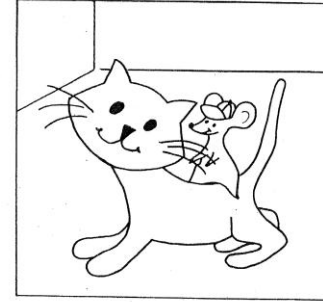


- First Reader reads a page, Second Reader reads the same page.
- Continue through the book.
- Mark 5 points.
- Read again (now weaker reader reads first).



Tab is a cat.

1



Tab has a pal.  
The pal is Mac.

2

### Correction:

Same as for Reading Stories during PALS decoding lesson.



# Scheduling PAL'S Lessons

- 30-45 minutes, 3 times per week
- Same times each day
- Same days each week



**QUESTIONS?**





Thanks!

