

PALS: A READING STRATEGY FOR GRADES K-1

CHALLENGE

- **Media:** The kindergarten and first-grade teachers of Washington Elementary begin to look for research-validated instructional practices to supplement the core reading program for their grade levels. Such practices should accommodate the individual learning needs of Washington Elementary’s diverse student body. This includes low-, average-, and high-performing students, as well as students with disabilities and English learners. In addition, the strategy should be engaging enough to hold the interest of kindergartens and first graders. But what reading strategy could possibly fit this bill? (movie)

INITIAL THOUGHTS

- What characteristics might Mrs. Doris and Ms. Chandler look for in a reading approach?
- What types of activities can Mrs. Doris and Ms. Chandler use to increase their students’ reading skills?
- How can Mrs. Doris and Ms. Chandler implement these activities?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should be able to:
 - Recognize the instructional benefits of peer tutoring
 - Be able to implement K-PALS and first-grade PALS

🎧 Page 1: Overview of PALS

- *Link:* “ClassWide Peer Tutoring” (definition)
- Characteristics of PALS (bulleted list)
 - *Link:* “Reciprocal peer tutoring” (definition)
- **Media:** Lynn Fuchs discusses PALS peer mediation component (audio)
- **Media:** Doug Fuchs highlights some of the reading activities and the skills they address (audio)
- FYI (box)

🎧 Page 2: The Benefits of PALS

- Peer-mediated instruction allows teachers to... (bulleted list)
- Research Shows... (box with bullets)
- PALS boasts a number of additional benefits for teachers and for students (bulleted list)
- **Media:** Nichole Lawson describes her own experiences with the benefits of PALS (audio)
- **Media:** Stephanie Johnson describes her own experiences with the benefits of PALS (audio)
- FYI (box)
 - *Link:* “Best Practice” (definition)

🔗 Page 3: PALS Activities for Kindergarten Students

- Research Shows... (box with bullets)
- **Media:** Devin Kearns emphasizes that students as young as kindergarten can successfully implement PALS (audio)
- **Media:** Nicole Lawson explains how PALS helped her to meet the curricular goals set forth for this grade level (audio)
- **Media:** Stephanie Johnson emphasizes that students as young as kindergarten can successfully implement PALS (audio)
- K-PALS games or tasks (box with links)
 - *Link:* First Sound Game
 - *Link:* Last Sound Game
 - *Link:* Rhyming Game
 - *Link:* Clap the Syllables
 - *Link:* Guess My Word Game
 - *Link:* What Sound?
 - *Link:* What Word?
 - *Link:* Sound Boxes
 - *Link:* Reading Sentences and Books
- K-PALS sessions are highly structured and follow a prescribed sequence (numbered list)

🔗 Page 4: PALS Activities for First-Grade Students

- PALS for first-grade helps students to (bulleted list)
- Research Shows... (box with bullets)
- *Link:* “rocket words” (definition)
- First-grade PALS games or tasks (box with links)
 - *Link:* Saying Sounds
 - *Link:* Sounding Out
 - *Link:* Sight Words
 - *Link:* Stories
 - *Link:* Speed Game
 - *Link:* Reading Books
- **Media:** Devin Kearns explains that the first-grade PALS program—while introducing students to advanced skills—begins with simple, easily implemented activities (audio)

🔗 Page 5: Pair Students

- Kindergarten
 - *Link:* Mrs. Doris’s method for pairing her kindergarten students
- First grade
 - *Link:* Ms. Chandler’s method for pairing her first-grade students
- Reasons for which student pairs might need to be altered, either temporarily or permanently (box with link)
 - *Link:* Absenteeism
- **Media:** Devin Kearns discusses considerations when pairing kindergarten students (audio)
- FYI (box with bulleted list)

🔗 Page 6: Prepare Materials

- *Link:* PALS Web site
- Kindergarten Materials
 - *Link:* K-PALS rules poster
 - *Link:* Student assignment chart

- o *Link*: Point sheet
- Mrs. Doris needs to make certain that she has... (bulleted list)
- First-Grade Materials
 - o *Link*: Star charts
 - o *Link*: Point sheet
- *Link*: PALS rules
- *Link*: Assignment chart
- *Link*: Score board
- Ms. Chandler ponders the type of books she will choose for the pairs (bulleted list)

Page 7: Train Students

- **Media**: Introducing K-PALS (movie)
- Training Procedures
 - o Discuss the PALS approach (bulleted list with link)
 - *Link*: PALS rules
 - o Model PALS activities (bulleted list with link)
 - *Link*: PALS set-up procedures
 - o Allow time for guided practice (bulleted list with link)
 - *Link*: Moving to partners
 - o Provide opportunities for independent practice (bulleted list)
- **Media**: Stephanie Johnson describes how she conducts PALS training and how the students respond (audio)

Page 8: Implement with Class

- *Link*: K-PALS Implementation
- *Link*: First-Grade PALS Implementation
- **Media**: Nichole Lawson emphasizes that consistency is a key to the successful implementation of PALS (audio)
- **Activity**: Answer the questions (box with numbered questions and movie)
 - o **Media**: Two students engaged in a PALS activity (movie)
- **Media**: Devin Kearns then discusses considerations for teachers who notice that students are not mastering the concepts presented in a lesson (audio)
- **Media**: Stephanie Johnson describes how she monitors her kindergarten class during PALS and what she looks for as she observes each pair (audio)
- Research Shows... (box with bullets)

Page 9: Motivate Students and Maintain Interest

- Kindergarten
 - o The teacher can award bonus points for... (bulleted list)
- First-Grade
 - o Awarding Bonus Points for Peer Pairs
 - o Assigning Students to Teams (bulleted list)
- **Media**: Stephanie Johnson describes how she uses a team approach to motivate her kindergarten students (audio)

Page 10: References, Additional Resources and Information

- References
- Additional Resources and Information

Page 11: Credits

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

ASSESSMENT

- Please complete the items below (numbered questions)

WRAP UP

- The Benefits of PALS (table with checked items)
- **Media:** Stephanie Johnson describes the enthusiasm she witnessed with her kindergarten students (audio)
- Think back to your initial responses to the following questions (box)