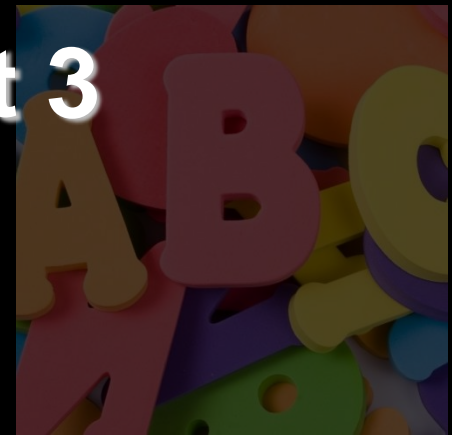
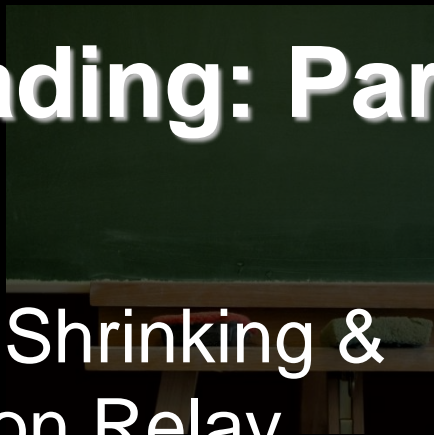
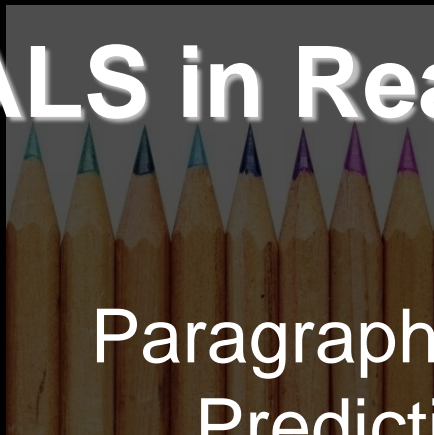




PALS in Reading: Part 3



Paragraph Shrinking &
Prediction Relay

The header graphic for the PALS Webinar Series features a row of five square icons. From left to right: a stack of books, a row of colored pencils, a green square with a white 'P', a red square with a white 'A', and a blue square with a white 'S'. The text 'PALS Webinar Series' is overlaid in a large, white, sans-serif font.

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, Booster session
- 11/30: TBD

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



Acknowledgements

- This presentation is based on material covered in *Peer Assisted Learning Strategies: Reading Methods for Grades 2-6* 2008 Revised Edition by Douglas Fuchs, Lynn S. Fuchs, Deborah Simmons, & Patricia Mathes
- Contributors to the presentation include Kristin Taylor, Devin Kearns, Loulee Yen, Kristen McMaster, and Laura Saenz



- Today you will learn to:
 - Implement Paragraph Shrinking with correction procedures
 - Implement Prediction Relay



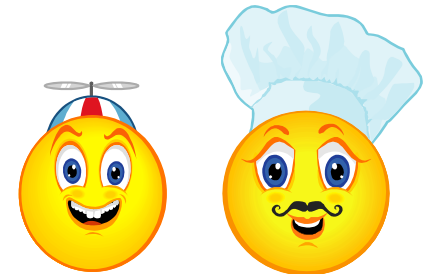
REVIEW FROM WEBINAR 2 & QUESTIONS

Review: Partner Reading

- Purpose
 - Fluency practice
- Organization
 - Students sit in pairs
 - They share one copy of the book

Pair One

Scooter McGee
Chef Boyardee





Review: Partner Reading

- First Reader reads for 5 minutes
- Second Reader acts as Coach
 - Listens and helps with mistakes and hard words (uses procedure)
 - Marks one point for each sentence
- They switch roles and repeat
 - Second Reader reads the ***same text***

Review: Partner Reading Correction

Correction Card

How to give help to the READER

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

Coach: "Check it."



Reader: "I need some help."

Coach: "That word is ____.
What word?"

Reader: *Says the word correctly.*

Coach: "Good. Read the sentence again."

Reader: *Re-reads the sentence.*

Reader: *Says the word correctly.*

Coach: "Good. Read the sentence again."

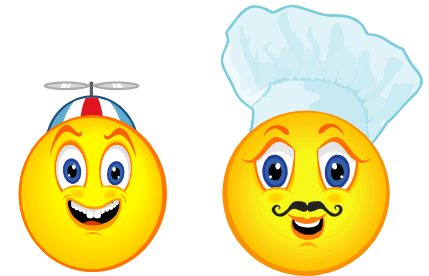
Reader: *Re-reads the sentence.*

Review: Retell

- Purpose
 - Builds comprehension
 - Particularly, retelling events in sequence
- Organization
 - Students continue to sit in pairs
 - The second reader has the book

Pair One

Scooter McGee
Chef Boyardee





Review: Retell Procedure


*Find the **Question Card***

- Retell lasts 2 minutes
- Second Reader ***can look back at text*** during Retell

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?



Review: Retell Correction

- First Reader tells the Second Reader what happened next
- The Second Reader continues on

Questions about Partner Reading with Retell

- I am interested in how to prompt students.
 - *Make sure that all pairs have a “Question Card” to remind them what to say. All prompts are also introduced and covered in detail in the manual. It is important to teach students the prompts and make sure they use them with fidelity!*

Question Card

PARTNER READING

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

1 point for each sentence

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?



Questions about Partner Reading with Retell

- I'm a little concerned with teachers monitoring a whole group to ensure they are retelling and doing other things correctly.
 - *Consider keeping a checklist of all pairs. Carry it with you on a clipboard each day. Flag the students you are most concerned about, and be sure to spend time observing them. Check off the pairs' names as you go. Over the course of a week, you should have a chance to observe most, if not all, pairs.*



General Questions about PALS

- I am a Title1/ Reading teacher, and I work with small groups of 4-5. Is this more of a whole class intervention than a tier 2 intervention?
 - *PALS was designed to be a general education class-wide peer tutoring program, and relies heavily on the heterogeneity of peers in a classroom. If you are working with students identified as in need of Tier 2 intervention, they might need more intensive instruction.*



PARAGRAPH SHRINKING

Training Students

12-DAY TRAINING SEQUENCE

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Week 2	Day 7 Paragraph Shrinking Practice <ul style="list-style-type: none"> • Review: Paragraph Shrinking • Identifying Paragraphs (Optional) • Short Paragraphs • Earning Points • Whole Class Practice: Paragraph Shrinking 	Day 8 Partner Reading, Retell & Paragraph Shrinking Practice <ul style="list-style-type: none"> • Review: Paragraph Shrinking • Paragraph Shrinking Helping • Partner Practice: Paragraph Shrinking 	Day 9 Paragraph Shrinking Helping <ul style="list-style-type: none"> • Partner Practice: Partner Reading, Retell, and Paragraph Shrinking • Report Points (Week 3 Winning Team)
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Week 3			
Week 4			



Day 6: Introduction to Paragraph Shrinking

- Purpose
 - Build key comprehension skill: Summarizing
- Organization
 - Students still work in pairs
 - They stop after each paragraph
 - Each student reads and shrinks for 5 minutes



Paragraph Shrinking Procedure

*Look at the **Question Card***

- Readers read for 5 minutes
- The Coach says:
 - “Name the most important who or what.”
 - “Tell the most important thing about the who or what.”
 - “Say the main idea in 10 words or less.”

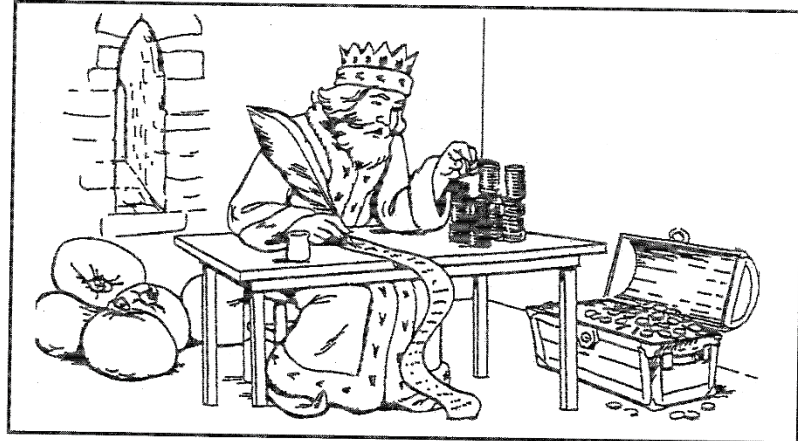
Paragraph Shrinking Practice

See script on pp. 62-64

D. Paragraph Shrinking Practice

The King's New Castle

Activity
Packet
page **5**



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

*The most important
who or what:*

King Damien

The most important thing about who or what:

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

Main idea statement (10 words or less):

King Damien counted enough money to buy a new
castle.

Partner Reading Correction

Correction Card

How to give help to the READER

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

Coach: "Check it."



Reader: "I need some help."

Coach: "That word is ____.
What word?"

Reader: *Says the word correctly.*

Coach: "Good. Read the sentence again."

Reader: *Re-reads the sentence.*

Reader: *Says the word correctly.*

Coach: "Good. Read the sentence again."

Reader: *Re-reads the sentence.*



Additional Paragraph Shrinking Information

- The who or what only counts as 1 word
 - Students can use up to 9 more words to create the main idea statement
- Coach still corrects word reading errors
 - No points for reading sentences

Training Students

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Week 4			



Day 7: Short Paragraph and Points

- Short paragraphs
 - Often happen with dialogue
 - Combine 2-3 paragraphs before shrinking
 - Coach decides how much to read
- Points
 - One point for each of the 3 statements
 - No more points for sentences read correctly



Day 7: Short Paragraph and Points

Script pp. 75-76



Forgetful Faye

In Faye's house, everyone remembered things . . . everyone except Faye. Faye's mother remembered where she put things. Faye's father remembered how to fix things. Even Faye's little sister remembered things better than Faye did. Faye had trouble remembering even the smallest things. If her mother asked her to go to the store to get milk, Faye would bring home bread. If her father asked her to feed the dog, Faye would give a saucer of milk to the cat. Faye had trouble remembering anything.

One day, Faye decided to take tumbling lessons with her best friend. As the time for her first lesson drew near, Faye began to worry. What if she forgot her workout bag? What if she forgot her tumbling mat? What if she forgot where to go? Faye asked her family to help her.

"Tie a ribbon around your finger to help you remember," suggested her mother.

"Put your tumbling things in a bag and place the bag by the door," said her father.

"Write a note to remind yourself where the class is," offered her sister.

On the first day of tumbling class, the ribbon tied around Faye's finger reminded her to pack her tumbling bag and place it by the door. Faye also saw the note stuck on her mirror to help her remember where the class was. She made it to class, and everything went very well.

At home, Faye thanked her family for their help by showing them what she had learned in class that day. She did forward flips, cartwheels, and handstands. Faye and her family were so proud. Faye had remembered everything.

Training Students

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Week 3			
Week 4			

Day 8: Paragraph Shrinking Correction

How to give Paragraph Shrinking help

If the Reader says the wrong answer:

Coach: "Check it!"

"Let me give you a hint..."

"The answer is _____."

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

Coach: "Shrink it!"



Practice Together

Flumbra had not cooked a hot meal for a hundred years. Giants rarely do any cooking at all. But after cleaning out her cave, Flumbra felt terribly hungry.

So she puffed at the old coals or they began to glow, and soon flames licked As the stew boiled and bubbled, great pillars of steam snowed out of Flumbra's cave. Soot and ashes rained down on the valleys and sent the sheep scuttling home with blackened faces.

Name the most important who or what.

“The volcano is erupting!” shouted the terrified people.

from *A Giant Love Story*,
by Guðrún Helgadóttir and
Brian Pilkington

1	2	3	4	5	6	7	8	9	10	11
21	22	23	24	25	26	27	28	29	30	31
41	42	43	44	45	46	47	48	49	50	51
61	62	63	64	65	66	67	68	69	70	71



Practice Together

Flumbra had not cooked a hot meal for a hundred years. Giants rarely do any cooking at all. But after cleaning out her cave, Flumbra felt terribly hungry.

So she puffed at the old coals or began to glow, and soon flames lick the stew boiled and bubbled, great pillars of smoke poured out of Flumbra's cave. Soot and ashes rained down on the valleys and sent the sheep scuttling home with blackened faces.

Tell the most important thing about the who or what.

“The volcano is erupting!” shouted the terrified people.

from *A Giant Love Story*,
by Guðrún Helgadóttir and
Brian Pilkington

1	2	3	4	5	6	7	8	9	10	11
21	22	23	24	25	26	27	28	29	30	31
41	42	43	44	45	46	47	48	49	50	51
61	62	63	64	65	66	67	68	69	70	71



Practice Together

Flumbra had not cooked a hot meal for a hundred years. Giants rarely do any cooking at all. But after cleaning out her cave, Flumbra felt terribly hungry.

So she puffed at the old coals on the hearth and the fire began to glow, and soon flames licked at the pot. The stew boiled and bubbled, great pillars of steam came out of Flumbra's cave. Soot and ashes rained down on the valleys and sent the sheep scuttling home with blackened faces.

Shrink it!

“The volcano is erupting!” shouted the terrified people.

from *A Giant Love Story*,
by Guðrún Helgadóttir and
Brian Pilkington

1	2	3	4	5	6	7	8	9	10	11
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Practice Together

Flumbra had not cooked a hot meal for a hundred years. Giants rarely do any cooking at all. But after cleaning out her cave, Flumbra felt terribly hungry.

So she puffed at the old coals on the hearth until they began to glow, and soon flames licked the cauldron. As the stew boiled and bubbled, great pillars of steam billowed out of Flumbra's cave. Soot and ashes rained down on the valleys and sent the sheep scuttling home with blackened faces.

"Thumping!" shouted the terrified people.

Check it.

from *A*
by Gu
Brian Pilkington

1	2	3	4	5	6	7	8	9	10	11
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Practice Together

Flumbra had not cooked a hot meal for a hundred years. Giants rarely do any cooking at all. But after cleaning out her cave, Flumbra felt terribly hungry.

So she puffed at the old coals on the hearth until they began to glow, and soon flames licked the cauldron. As the stew boiled and bubbled, great pillars of steam billowed out of Flumbra's cave. Soot and ashes rained down on the valleys and sent the sheep scuttling home with blackened faces.

“~~_____~~ng!” shouted the terrified people.

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

from
by G
Brian Pilkington

1	2	3	4	5	6	7	8	9	10	11
21	22	23	24	25	26	27	28	29	30	31
41	42	43	44	45	46	47	48	49	50	51
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Practice Together

Flumbra had not cooked a hot meal for a hundred years. Giants rarely do any cooking at all. But after cleaning out her cave, Flumbra felt terribly hungry.

So she puffed at the old coals on the hearth until they began to glow, and soon flames licked the cauldron. As the stew boiled and bubbled, great pillars of steam billowed out of Flumbra's cave. Soot and ashes rained down on the valleys and sent the sheep scuttling home with blackened faces.

“~~_____~~ng!” shouted the terrified people.

Say the main idea in
ten words or less.

from
by G
Brian Pilkington

1	2	3	4	5	6	7	8	9	10	11
21	22	23	24	25	26	27	28	29	30	31
41	42	43	44	45	46	47	48	49	50	51
61	62	63	64	65	66	67	68	69	70	71



Paragraph Shrinking Quiz

- Who decides when to stop?
- How does the Coach know when to stop if the paragraphs are really short?
- What happens if the Reader is wrong?
- What happens if the Reader is wrong two times?
- How are points awarded?

Training Students

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The header features a row of six square images. From left to right: a stack of books, a row of sharpened pencils, a green triangle, a green square with a white letter 'D', a red square with a white letter 'A', a brown square with a white letter 'L', and a blue square with a white letter 'S'. The text 'Prediction Relay' is overlaid in white on the middle of these images.

Prediction Relay

- Purpose
 - Practice comprehension skill of predicting
 - Practice critical thinking
- Organization
 - Students remain in pairs
 - Each student reads and predicts for 5 minutes



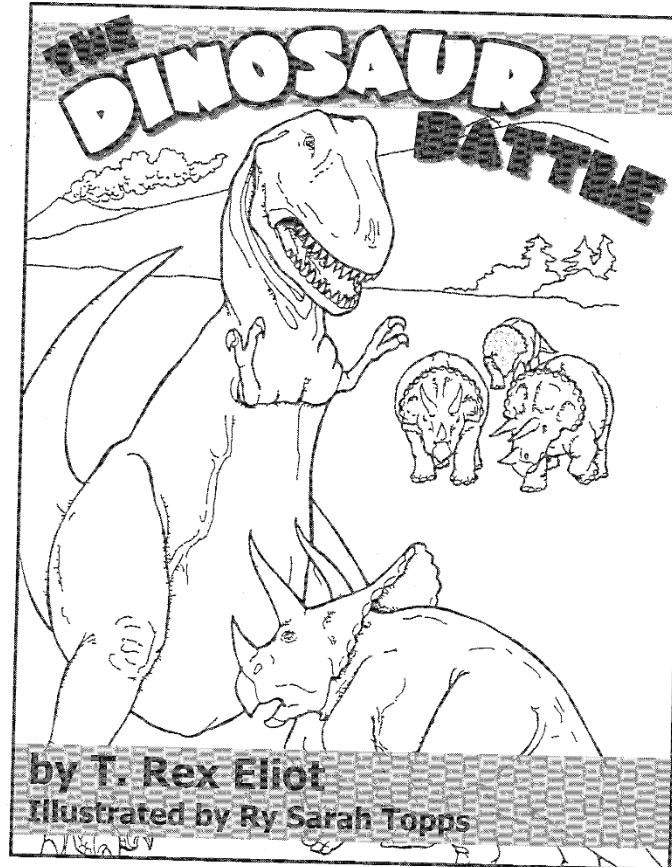
Prediction Relay Procedure

- Readers read $\frac{1}{2}$ page at a time
- Coaches say
 - “What do you predict will happen next?”
 - “Read half a page.”
 - “Did your prediction come true?”
- The Reader says
 - “Yes,” “No,” or “I don’t know yet.”

Making Reasonable Predictions

G. Prediction Relay Practice

Activity
Packet
page **8**



What do you predict will happen next in the picture above?

Possible answers: (a) The triceratops jabs the Tyrannosaurus with his horns. (b) The 3 Triceratops join the fourth Triceratops in fighting the Tyrannosaurus.

Did your prediction come true? yes/no (depending on prediction)



Practice Together

Flumbra gobbled up as much stew as a whole village of hungry people could eat. But even though she was her lazy giant didn't come to see her. go to him.

Read half a page.

il dark. Then off she lumbered to see her giant. She had to move quickly and get to his cave before sunrise or else she would turn to stone.

Fortunately, it was winter-time, when short and night wonderfully long. Sweating she galloped across mountains and mountainside giant. Lazy though he was, the minute he saw her giant couldn't help but be head-over-heels in love with her, too.

What do you predict will happen next?

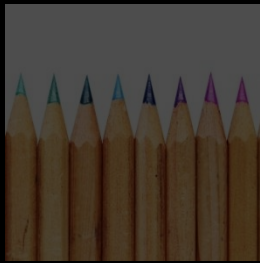
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61	62	63	64	65	66	67	68	69	70	71

The header features a row of five square icons: a stack of books, a set of colored pencils, a green folder, and the letters 'P', 'A', 'I', and 'S' each inside a colored square (green, red, brown, and blue respectively).

Prediction Relay Quiz

- How much text is read each time?
- What are the three prompts?
- What are the three things the Reader can say in answer to “Did your prediction come true?”
- How are points awarded?



PALS Review

Question Card

PARTNER READING

1st Reader reads. 2nd Reader is Coach.

.....

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

5 min

5 min

1 point
for each
sentence

RETELL

2nd Reader retells. First Reader asks:

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

2 min

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



Fidelity

- Follow the PALS scripts (doesn't need to be verbatim, but should cover the same content)
- Use the PALS materials
 - Question Card
 - Correction Card
 - Point Sheet
- Ensure that students are “getting it.”
- Reteach as needed.
- Implement PALS 3 times per week.

Monitoring Students during Paragraph Shrinking

- Watch to see:
 - Do students provide appropriate responses to the three prompts?
 - Are main idea statements
 - Not verbatim from text?
 - Good summaries?
 - 10 words or less?
- Does Coach really listen to Reader and correct as needed?



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



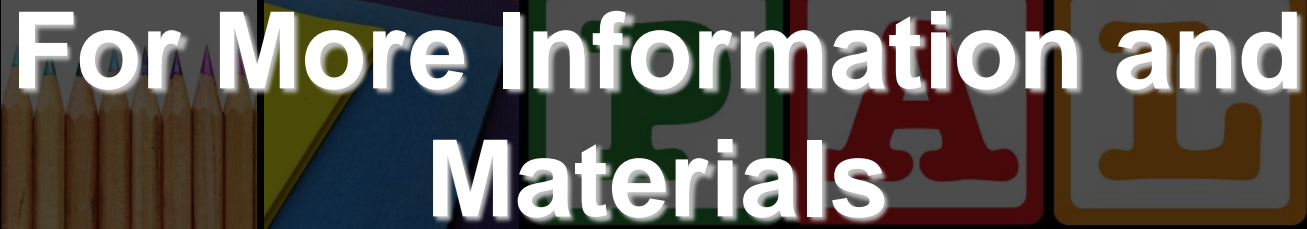
Monitoring Students during Prediction Relay

- Watch to see:
 - Are students making predictions at the beginning or after each half page read?
 - Are their predictions about things that could happen in the next ½ page?
 - Do they check to see if their predictions came true?
 - Do they keep predicting and reading until the timer rings?



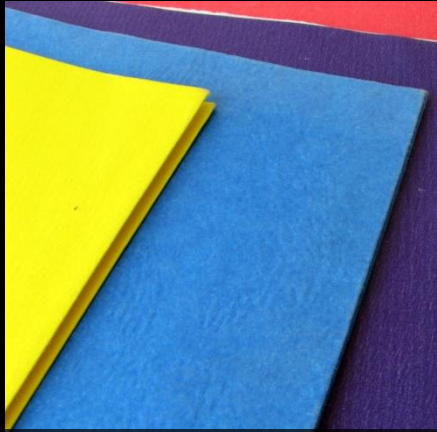
Next Steps

1. Conduct training lessons: Days 6-12 (if you have already done 1-5)
2. Look out for a brief email survey to share questions you'd like addressed in the next session
3. Join us for Session 4 on November 16!



For More Information and Materials

- Visit the Website
 - www.kc.vanderbilt.edu/pals/
- Email pals@vanderbilt.edu
- Email Kristen McMaster at University of Minnesota
 - mcmas004@umn.edu



Thanks!

