

Sample 'Bottom Up' Changes to PALS

Activity	Description	Examples	Materials
<b><u>Comprehension Activities</u></b>			
Pre-reading connections	<p>Before reading, students prompt partners to:</p> <ul style="list-style-type: none"> <li>• Make predictions</li> <li>• Activate background knowledge</li> <li>• Use mental imagery</li> </ul>	<ul style="list-style-type: none"> <li>• “What do you think this story is about?”</li> <li>• “What do you know about this topic?”</li> <li>• “What type of picture is in your mind?”</li> </ul>	Prompts on question cards
Question stems (Read & Ask)	<p>After reading, students select one of six question types, roll a dice to see what question number (1 to 6) to answer. The question types focus on:</p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Comprehension and application</li> <li>• Analysis</li> <li>• Evaluation and synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• “What is the setting of the story?”</li> <li>• “What is the best summary of what you read?”</li> <li>• “Compare and contrast two actions and characters?”</li> <li>• “What did you like most about this story?”</li> </ul>	Prompts on question cards, dice
Strategy relay	<p>During reading students implement one of the following strategies:</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Predicting</li> <li>• Monitoring and clarifying</li> <li>• Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• “What question do you have?”</li> <li>• “What do you predict?”</li> <li>• “Did it make sense? What did you learn?”</li> <li>• “Does it relate to anything you know?”</li> </ul>	Prompts on question cards
Questioning the Author	<p>Teacher selects an author question type. After reading, students answer the corresponding question from prompt cards.</p>	<ul style="list-style-type: none"> <li>• “Who did you use as a model for ____?”</li> <li>• “Why did you have <u>(action)</u>?”</li> <li>• How did you come up with ____?”</li> </ul>	Prompts on question cards
Post-reading connections	<p>After reading, students select a question card prompting them to:</p> <ul style="list-style-type: none"> <li>• Check predictions</li> <li>• Reflection about the text</li> </ul>	<ul style="list-style-type: none"> <li>• “What changes can you make to your prediction based on what you read?”</li> <li>• “State something you learned that was not in the words?”</li> </ul>	Prompts on questioning cards
Text connections	<p>Student selects a type of connection, explains it to partner, and writes it in two sentences.</p>	<ul style="list-style-type: none"> <li>• “What type of connection can you make: text-to-text, text-to-self, or text-to-world?”</li> </ul>	Question cards, blank pages, pencils

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Writing main idea	One student writes the other's "main idea in 10 words or less" on paper.	<ul style="list-style-type: none"> <li>• "Say the main idea in 10 words or less. Write it."</li> </ul>	Notebook paper, pencils
Written retell	Partners discuss "what happened first" and "what happened next" and record their answers.	<ul style="list-style-type: none"> <li>• "What happened first? Write it."</li> </ul>	Worksheets, pencils

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**Vocabulary Activities**

Vocabulary words with picture cards	Students and teacher preview vocabulary words using picture cards. Students point to the previewed pictures when read in text.	<ul style="list-style-type: none"> <li>• "Is this the right vocabulary picture? Yes or no?"</li> </ul>	Picture cards
Vocabulary all stars	Students identify two unfamiliar words, use context clues to figure out the meanings, and write one sentence for each word.	<ul style="list-style-type: none"> <li>• "Find your words that you don't know. Look for context clues around the words. Use the words in two new sentences."</li> </ul>	Worksheets, pencils
Vocabulary relay (Common prefixes/suffixes identification)	Students identify one prefix and suffix, highlight these words after reading, and record the words and the page numbers on a worksheet.	<ul style="list-style-type: none"> <li>• "The prefix and suffix for today are _____. Find each in words and record them."</li> </ul>	Worksheets, pencils

**Fluency-Building Activity**

Trade reading	Partners take turns every other word for four minutes.	<ul style="list-style-type: none"> <li>• "Trade words for next four minutes until the timer goes off."</li> </ul>	Books, timer
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