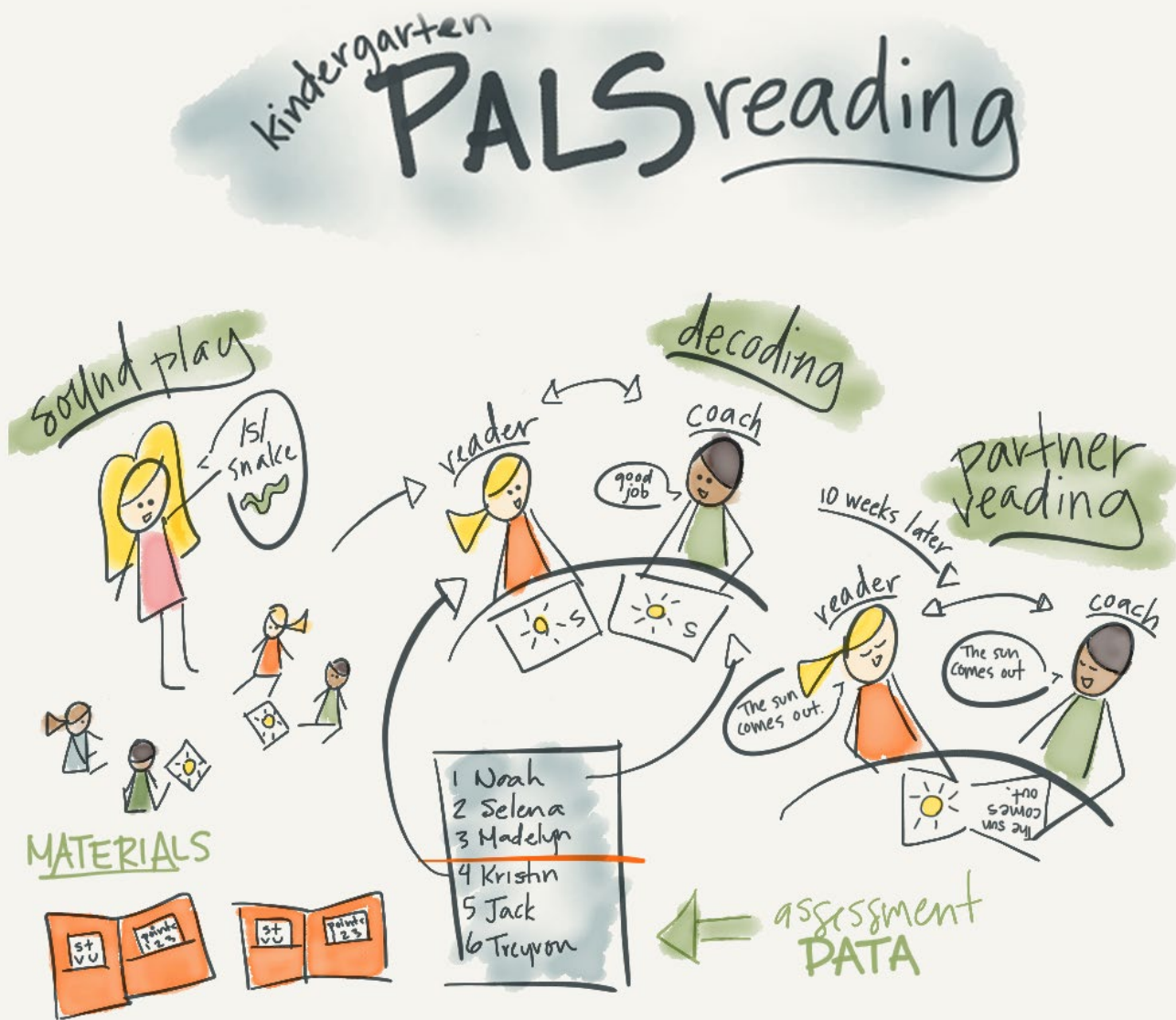# Kindergarten Peer-Assisted Learning Strategies

Teacher Manual

Douglas Fuchs, Lynn Fuchs, Kristen McMaster, Anneke Thompson, Stephanie Al Otaiba, and Loulee Yen

Dear Educator,

Thank you for your interest in the PALS Kindergarten Reading (K-PALS) program developed at Vanderbilt University. We are pleased to offer you this excerpt to review.

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

1. Table of Contents
2. Introduction
3. Lesson 7 / Sound Play Lesson 7 / Decoding Lesson 7
4. Lesson 37 / Sound Play Lesson 37 / Decoding Lesson 37
5. Sound Play and Decoding Lesson Sequence

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If you would like to place an order for K-PALS Reading please visit the PALS Website at http://vkc.mc.vanderbilt.edu/pals and select "Ordering" at the top of the page. If you have questions, email Lynn Davies at lynn.a.davies@vanderbilt.edu.

Thank you for your interest in the K-PALS Reading program.

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PEER-ASSISTED LEARNING STRATEGIES

Kindergarten Reading PALS Teacher Manual

2016 Revised Edition

Douglas Fuchs, Lynn Fuchs, Kristen McMaster, Anneke Thompson, Stephanie Al Otaiba, and Loulee Yen

Table of Contents

Introduction to K-PALS

How to Use this Manual

This manual is designed to provide teachers with everything needed to get K-PALS up and running in the kindergarten classroom. This first section provides the purpose of K-PALS, research, structure of the K-PALS lessons, and how to implement K-PALS with success. The second section provides scripts to teach students to conduct K-PALS, as well as outlines to follow once all the activities are in place. Appendices include materials needed to implement the K-PALS Sound Play and Decoding activities. Sound Play and Decoding Lesson Sheets are provided on CD, or can be purchased as a separate printed booklet. We encourage teachers to use this manual to deliver K-PALS with fidelity and success. More information can be found at **http://kc.vanderbilt.edu/pals/**.

Purpose of K-PALS

Peer-Assisted Learning Strategies, or PALS, is designed to provide teachers with a means of differentiating instruction and addressing diversity by supplementing core instruction with classwide, reciprocal peer tutoring. During PALS, each child within a classroom works with a partner on material matched to individual instructional levels. Thus, teachers can address a broad range of needs. Teachers report that PALS fits well with a variety of curricula and instructional approaches, and that it is practical to implement.

PALS in Reading is available for Kindergarten, Grade 1, Grades 2-6, and High School. Kindergarten PALS (K-PALS) focuses on phonemic awareness, letter-sound recognition, sight word reading, and decoding—all critical beginning reading skills that are foundational to long-term reading achievement. Each K-PALS lesson begins with a brief teacher-led "Sound Play" game that addresses rhyming, isolating first and last sounds, blending and segmenting, followed by teacher modeling of the corresponding Decoding Lesson. Students then work in pairs to practic letter-sounds, sight words, decodable words, and sentences. K-PALS is conducted for about 20-30 minutes, 3 to 4 times per week.

K-PALS Research

K-PALS can improve children's reading outcomes. In the late 1990s and early 2000s, PALS researchers worked with classroom teachers to design and test K-PALS. In a randomized control trial (Fuchs, Fuchs, Thompson et al., 2001), 33 kindergarten teachers in eight urban schools were assigned randomly (for example, by the flip of a coin) within school to one of three groups:

1. Phonemic Awareness PALS: Teachers implemented a version of K-PALS that focused on manipulating the sounds in words,

2. Phonemic Awareness + Decoding PALS: Teachers implemented a

version of K-PALS that included both phonemic awareness and decoding activities,

3. Control: Teachers implemented their usual instruction.

Teachers in groups 1 and 2 implemented K-PALS for 20 weeks. Pre-tests and posttests were given to low-, average-, and high-performing children in each classroom. Students who received Phonemic Awareness + Decoding PALS outperformed students in the other two groups on letter-sound identification, word attack, word identification, and spelling measures.

K-PALS can be effective for diverse learners. Researchers have also looked at K-PALS effects for students with disabilities and English Learners who participate in general education classroom instruction. Fuchs and colleagues (2002) examined results for kindergartners with disabilities from the study described above, and found that, on average, K-PALS students with disabilities outperformed control students with disabilities on letter-sound recognition and word attack. Rafdal and colleagues (2011) found similar results for kindergartners with disabilities: K-PALS students with disabilities outperformed controls on word attack, spelling, and oral reading.

McMaster and colleagues (2008) examined effects of K-PALS for English Learners from a variety of cultural and linguistic backgrounds in urban Midwestern classrooms. They found that English Learners who received K-PALS outperformed those in control classrooms. Further, K-PALS appeared to reduce proportions of English Learners who were nonresponsive to core instruction. These results support the use of K-PALS as a supplement to core instruction in diverse general education classrooms.

K-PALS works best when it is done with fidelity. Researchers (e.g., Stein et al., 2008) have found that K-PALS is most likely to be effective when teachers implement it with *fidelity*—that is, when teachers implement all of the K-PALS activities and procedures as they were designed. If K-PALS is significantly modified, we could no longer expect similar results to those found in K-PALS research.

K-PALS Structure

K-PALS begins with four introductory lessons in which the teacher leads students in brief phonological awareness activities. Then, Lessons 1-6 are "training lessons" that teach students to implement K-PALS activities with a partner. The remaining lessons (7-88) comprise Teacher-Directed Sound Play and Decoding activities, described in more detail below.

Teacher-Directed Sound Play. At the beginning of each K-PALS lesson, the teacher conducts brief (3-5 min) phonemic awareness games that focus on syllables, identifying first sounds in words, rhyming, blending and segmenting, and identifying last sounds in words. Each Sound Play lesson aligns with a Decoding lesson.

Decoding. After Sound Play, the teacher previews the Decoding lesson with the whole class for about 5 min. Then students do the decoding activities in pairs of one stronger and one weaker reader. The stronger reader is the Coach who leads the activity first, while the other student is the "Reader." After completing each activity, the students mark a happy face and switch roles.

Decoding lessons include five activities, each of which is taught and practiced before the next activity is introduced. Once introduced, the activity is practiced with increasing variety and difficulty in every lesson. Students learn specific prompts and correction procedures for each activity. The first four activities are printed on lesson sheets; Reading Books is completed with books selected by the teacher.

- **"What Sound?"** Lower-case consonants and vowels are printed at the top of the lesson sheet. The Coach points to each letter and says, "What sound?" and the Reader says the sound. If the Reader makes a mistake (e.g., on the /m/ sound), the Coach says, "Stop. That sound is /mmm/. What sound? Good, read that line again."

- **"What Word?"** Common sight words are printed on the lesson sheet below the "What Sound?" activity. The Coach points to each word and says, "What word?" and the Reader reads the word. If the Reader makes a mistake (e.g., on "the"), the Coach says, "Stop. That word is "the." What word? Good, read that line again."

- **"Sound Boxes."** Decodable words are printed with each sound of the word in a box. The Coach prompts the Reader to "Read the word slowly"; the Reader points to and says each sound without stopping between sounds. Then the Coach says, "Sing it and read it." The Reader blends the sounds together in a sing-song fashion, and then reads the word quickly. The Coach provides corrective feedback.

- **Reading Sentences.** Starting on Lesson 29, the students read a sentence made up of decodable and sight words practiced in the lesson.

- **Reading Books**. About 10 weeks into K-PALS, when students can read a sufficient number of decodable and sight words, the teacher selects brief decodable books for students to read in a partner-reading K-PALS format. The stronger reader in the pair reads each sentence in the book first, pointing to each word. Then, the weaker reader reads the same sentence. Then they switch whcih reader is first. The pair reads the book at least four times, and then trades it in for a new book. Reading Books takes about 5 min.

Total time for K-PALS. K-PALS is implemented for approximately 20-30 min, 3 times per week. We recommend completing a minimum of 72 lessons, which take about 20 weeks to complete. An additional 16 lessons (73-88) are available for teachers who wish to continue implementing K-PALS beyond the 20-week period.

Implementing K-PALS with Success

Teachers who implement K-PALS with success typically do the following:

Schedule K-PALS at a regular time.

- Implement K-PALS at least three times per week. In Title I schools, we recommend four times per week. Lesson scripts and student materials are included for all four lessons each week.

- Implement K-PALS at the same times and days each week, so that it becomes part of the class routine.

- Allocate 20-30 minutes per lesson.

Create strong K-PALS pairs. K-PALS pairs consist of a *stronger reader* and a *weaker reader*, to ensure that the weaker reader gets sufficient support. However, it is important that the gap between partners is not too large. To create strong K-PALS pairs, we recommend the following:

1. Rank order your class from strongest to weakest in terms of reading skill, based on current reading data and your own knowledge of your students.

2. Divide the rank-ordered list in half, so that you have a list of stronger readers and weaker readers.

3. Pair the first student from the top half with the first student from the bottom half.

4. Continue down the list, until all students are paired.

5. Keep pairs together for at least four weeks, then re-pair them using current reading data.

Rank-Ordered Class List
1st Stronger Reader
2nd Stronger Reader
3rd Stronger Reader
4th Stronger Reader
5th Stronger Reader
6th Stronger Reader
1st Weaker Reader
2nd Weaker Reader
3rd Weaker Reader
4th Weaker Reader
5th Weaker Reader
6th Weaker Reader

Divide the list in half

Pair the top stronger reader with the top weaker reader, and so on down the list.
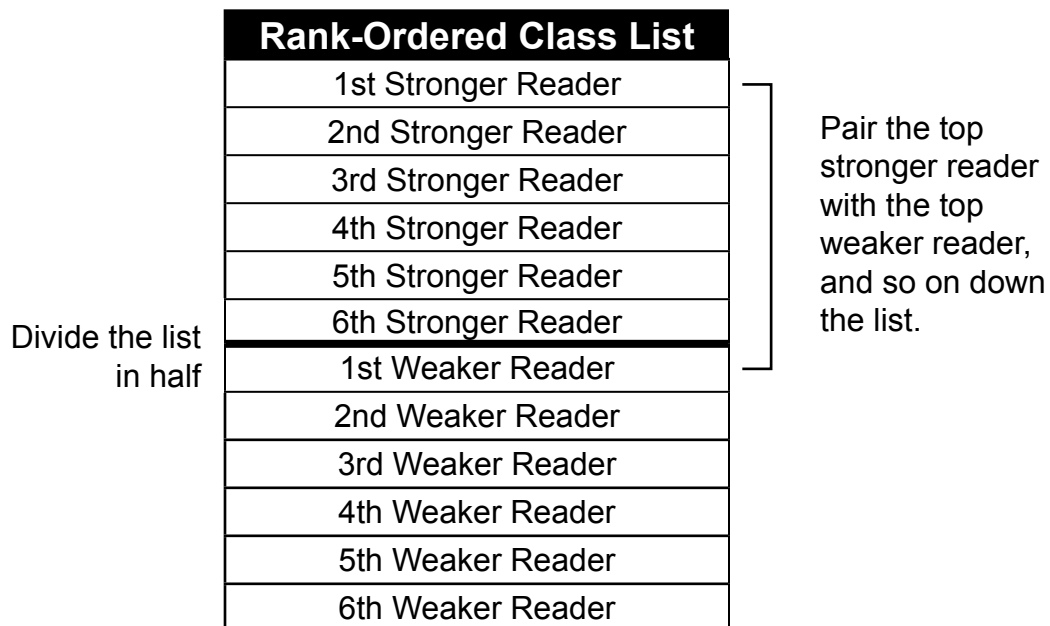
Become familiar with the lesson and scripts.

To teach K-PALS, it's important that you learn the material in the scripts. *This does not mean you should memorize the scripts or read them verbatim*; however, you should be familiar with them so that you can deliver the content in your own words with confidence!

① Lesson number. The first page of the script lays out your approach to one or several lessons.

② Activities in the Sound Play and Decoding portions of the lessons.

③ Time required for Sound Play and Decoding.

④ Objectives. The student objectives are divided by Sound Play and Decoding activities.

⑤ Tips for the lesson(s) highlight anything new or that might require special attention by the teacher within Sound Play or Decoding.

⑥ Materials is the list of items needed for that lesson, including student folders, timer, and lessons the teacher must display on an easel or smartboard.

⑦ Page number.

K-PALS Lesson 13

Sound Play: Guess My Word
Decoding: Practice What Sound?, Sight Words, Sound Boxes
Time: Sound Play 5 min; Decoding 15 – 20 min

K-PALS Lesson 13

Sound Play: Guess My Word
Decoding: Practice What Sound?, Sight Words, Sound Boxes
Time: Sound Play 5 min; Decoding 15 – 20 min

Objectives

During Sound Play, students will:
❑ Practice segmenting words.
❑ Practice blending sounds into words.
❑ Learn how to play Guess My Word.
❑ Learn correction procedures.

During Decoding, students will:
❑ Practice letter sounds.
❑ Learn new sound /n/.
❑ Practice reading sight words.
❑ Practice blending familiar sounds to make words.

Tips for this Lesson

Sound Play
❑ Model for your students by segmenting words (e.g., /c/ /a/ /t/, cat ; /b/ /a/ /t/, bat).
❑ Provide practice: ask your students to say it with you.

Decoding
❑ Follow the generic, ongoing script introduced in Lesson 7, and found on the Command Card, Appendix D.

Materials
❑ Student folders with lessons and point sheets
❑ Pencils
❑ Timer
❑ Copy of Sound Play Lesson 13 on easel or smartboard
❑ Copy of Decoding Lesson 13 on easel or smartboard

Lesson 13   K-PALS Teacher Manual © 2016 Vanderbilt University

Guiding Points

Lesson 13

Sound Play

Today you'll learn to play a new game. It's called Guess My Word. Let's say the words for all the pictures first. (Point pictures.) Cat, bat, Pat, mat. Did you hear that the words all rhyme?

STUDENTS: Yes.

Now, I'm going to say the name of one of these pictures a silly way and you'll guess my word. When you can guess my word, raise your hand. Keep it a secret until I call on

① Guiding Points summarize each step in the lesson

② Script gives detailed suggested teacher speech and suggested correct responses from students. Instructions are embedded. If nothing new is introduced in the lesson there will be no script. Follow the Sound Play Games Reference Card, Appendix C, or the Decoding Command Card, Appendix D.

③ Teacher speech is in boldface type, flush left.

④ Instructions to the teacher are in regular (not bold) type within parentheses.

⑤ Student responses are suggested in italics (not bold) indented after the word STUDENTS or TEACHER + STUDENTS. Descriptions of what student should do is in parentheses, also italics.

Organize and display K-PALS materials.

Teacher Materials	Student Materials	Posted in the Classroom

• Sound Play Reference Card
• Decoding Command Card
• Copy of Sound Play and Decoding Lessons
• Sound Play and Decoding Lesson Sequence
• Pronunciations for All Sounds Taught
• Timer
	• Folders with
	  - Decoding lesson sheets
	  - Point sheet
	  - Alphabet picture guide (can be cut into strips and pasted on folders)
	• Pencils
	• Books (from Lesson 40 on; provided by teacher)
		• PALS Rules
		• PALS Pairs Assignment Chart
		• Correction Procedures

Conduct the lessons.

1. ***Include opportunities for all students to respond during Sound Play***
   - Keep a brisk pace
   - Use choral responses (everybody, girls, boys)
   - Permit low-performing students to respond individually

2. ***Model all new Decoding activities with the whole class***
   - Teacher is Coach and students are Readers (to model good coaching behaviors)
   - Teacher is Reader and all students are Coach (to provide coaching practice)

3. ***Create and follow efficient routines***
   - Conduct K-PALS at the same times each day, same days each week
   - Keep student materials in a designated place
   - Designate specific K-PALS places for pairs
   - Teach—and practice—the Moving Rules: Students should get materials and move to their K-PALS places in two minutes or less!
   - Teach—and reinforce—that students should freeze when the timer rings

4. ***Monitor students during K-PALS***
   - Circulate and observe pairs
   - Pay close attention to students who are struggling to learn to read

- Provide corrections and feedback
- Praise and award points to pairs for following K-PALS Rules
- Make sure students are working on appropriate lessons (if the lesson is too difficult, individualize as needed—see below)
- Position disruptive students strategically (separate from group or centrally for closer monitoring)

5. *Individualize lessons as needed*
   - If a low-performing reader is struggling with the current lesson, determine which sounds and words are difficult for that student.
   - Move the student back to a more appropriate lesson (using the Sound Play and Decoding Lesson Sequence and Correct Pronunciation for all Sounds Taught, which includes lessons in which the sound is introduced).
   - If needed, show the Coach how to model saying sounds and words. Instead of just asking "What sound?", the Coach may point to the letter "m" and say, /mmm/, before asking, "What sound?"
   - The higher-performing partner can still be the Reader for the current lesson—but should be able to say the sounds and read the words without correction.

6. *Manage absences and odd-numbers of students*
   - If two students are absent, you can pair their partners for the day. Make sure both students are working from appropriate lessons.
   - If you have an odd number of students:
     - Form a triad. Triads should consist of 3 average-to-high performing readers. For each activity, one child can be the Coach, and the other two can be first and second reader. Make sure they each get a turn to be Coach (e.g., Student 1 is Coach for What Sound, Student 2 is Coach for Sight Words, and Student 3 is Coach for Sound Boxes & Sentences).
     - Do NOT place low-performing readers or students with problem behaviors in a triad.
     - Alternatively, designate one student as the "Classroom Helper." This student can act as your assistant—circulating among pairs and giving bonus points.

Tips from Experienced K-PALS Teachers

Teachers who have implemented K-PALS in their classrooms have found a variety of strategies to be successful in maintaining student engagement and managing behaviors. We have shared their ideas below.

- Make up a K-PALS cheer or song to sing at the beginning of each lesson.
- Review importance of PALS, and convey that you (the teacher) enjoy K-PALS.
- Frequently model and reinforce desired behavior.
- Reinforce positive behavior using "bonus points." (Teacher marks point sheet with a special pen or marker).
- For reluctant/bored Coaches, emphasize the importance of being the Coach and helping their partners. Reinforce good coaching behaviors as soon as you see them.
- Speed up Coaching behaviors using "Fast PALS" (Coaches don't say "What Sound?" for each letter, but just point and listen). Make sure Coaches are still attending to their Readers.
- Select a "Secret Pair" of the day, whom you will be watching for good coaching behaviors, staying on task, or other behaviors you are trying to reinforce. At the end of the lesson, announce the Secret Pair. Allow students to evaluate their own behavior, and celebrate!
- Put a spotlight on pairs who are doing a good job during K-PALS.
- Use class points in addition to partner points, which to award class reward.

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K-PALS Lesson 7

Sound Play: First Sound (Three Choices)
Decoding: Practice What Sound?, Sight Words,
Sound Boxes
Time: Sound Play 5 min; Decoding 15 – 20 min

Objectives

During Sound Play, students will:

❏ Practice saying the first sound in words.

❏ Play First Sound (Three Choices).

During Decoding, students will:

❏ Practice letter sounds.

❏ Learn new sound /b/.

❏ Practice reading sight words.

❏ Practice blending familiar sounds to make words.

Tips for this Lesson

Sound Play

❏ Follow the procedures for First Sound (Three Choices) introduced in Lesson 5 Sound Play, or see Sound Play Games Reference Card, Appendix C.

Decoding

❏ Students who are struggling with more than two sounds and more than two words on a given lesson should be moved back to an easier lesson.

❏ This script for Decoding is the model for all the following Decoding lessons. This same generic, ongoing script is also found on the Decoding Command Card, Appendix D.

Materials

❏ Student folders with lessons and point sheets

❏ Pencils

❏ Timer

❏ Copy of Sound Play Lesson 7 on easel or smartboard

❏ Copy of Decoding Lesson 7 on easel or smartboard

Guiding Points
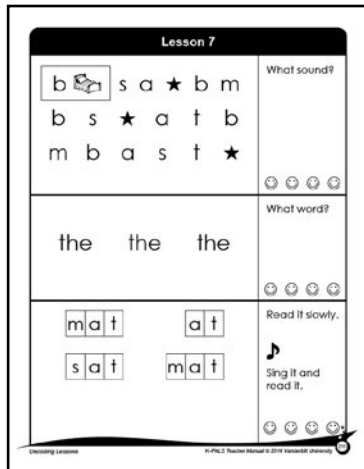
Practice What Sound? with the whole class, including correction procedure.

Practice Sight Words with the whole class, including correction procedure.

Sound Play

See Sound Play Games Reference Card, Appendix C, for First Sound (Three Choices).

Decoding

Now, it's time to do PALS. (Point to the first letter of What Sound?) **Are there any new sounds today?** (If so, introduce the new sound and call students' attention to the picture associated with the new sound.)

Let's begin. During this part of PALS, when you're Coach, what will you ask your Reader?

STUDENTS: What sound?

Yes, and if your Reader doesn't know the sound, it's your job to help. What will you say if your Reader makes a mistake?

STUDENTS: Stop. That sound is ___. What sound? Good. Go back and read that line again.

(Point to letters and ask, "What sound?" Call on students to be Coach. Model and reinforce correction procedures. Model and let students practice marking the happy face after completing the activity.)

(Point to Sight Word activity.) **During our Sight Word activity, when you're the Coach, what will you ask your Reader?**

STUDENTS: What word?

Yes, and if your Reader doesn't know the word, or makes a mistake, you'll help by saying, "Stop. That word is 'the.' What word? ____ Good. Go back and read that line again." What will you say if your Reader makes a mistake?

STUDENTS: Stop. That word is "the." What word? Good. Go back and read that line again.

Good. Let's continue. (Point to the words and ask, "What word?" When you finish this activity, mark a happy face. Then have the students be Coach while you are the Reader. Be sure to practice the correction procedure.)

(Point to the Sound Boxes activity.) **Now, we'll do our Sound Boxes. Read the word slowly.**

(Continue to model being the Coach for the Sound Boxes activity. Then, mark a happy face, and have students be Coach while you are the Reader. Be sure to have them practice using the correction procedure, and mark a happy face at the end.)

Nice job reading! Now, who can tell me the PALS rules?

> *STUDENTS:*
>
> *1. Talk only to your partner and only about PALS.*
>
> *2. Keep your voice low.*
>
> *3. Help your partner.*
>
> *4. Try your best.*

Good. Now it's time for you to do PALS with your partners. I'll give points to partners who are following PALS rules. Remember to draw a line through your happy faces quickly and switch jobs. When you've done What Sound? two times, move on to Sight Words. When you've finished Sight Words two times, go on to Sound Boxes. If you finish all the activities before the timer beeps, start back at the top of the page and earn more happy faces!

(Distribute folders and pencils and praise students for following the Moving Rules. Set timer. Let students do PALS for about 15 minutes. Remind students to mark one point for each happy face earned during PALS. Tell Coaches to clean up folders and Readers to put away pencils.)

Guiding Points

Practice Sound Boxes with the whole class, including correction procedure.

Review PALS rules.

Do PALS with partners:

- What sound? (two times)

- Sight Words (two times)

- Sight Words (two times)

Set timer for 15 minutes.

Distribute materials.

Implement PALS for 15 minutes.

Remind students to mark happy faces and points.

K-PALS Lesson 37

Sound Play: Last Sound
Decoding: Practice What Sound?, Sight Words,
Sound Boxes, Sentences
Time: Sound Play 5 min; Decoding 15 – 20 min

Objectives

During Sound Play, students will:

❏ Learn to identify words that end with the same sound.

❏ Learn how to play Last Sound.

❏ Learn correction procedures.

During Decoding, students will:

❏ Practice letter sounds.

❏ Practice reading sight words.

❏ Learn new sight word, a.

❏ Practice blending familiar sounds to make words.

❏ Practice reading sentences.

Tips for this Lesson

Sound Play

❏ Model for your students by saying the name of picture, then its last sound
(e.g., boat, /t/).

❏ Provide practice: ask your students to say it with you.

Decoding

❏ Follow the generic, ongoing script introduced in Lesson 7, and found on the Decoding
Command Card, Appendix D.

Materials

❏ Student folders with lessons and point sheets

❏ Pencils

❏ Timer

❏ Copy of Sound Play Lesson 37 on easel or smartboard

❏ Copy of Decoding Lesson 37 on easel or smartboard

Guiding Points

Introduce Last Sound game.

Introduce concept of "last" by identifying who is last in line.

Say the last sound in each student's name.

Guide students through each row.

Sound Play

You've learned how to listen for the first sound in words. Today we're going to listen for the last sound in words. What are we going to do today?

STUDENTS Listen for the last sound in words.

Good. Listening for the last sound in words will help you learn to read. I want (students) ___, ___, and ___ to line up and face the door. Who's last in line?

STUDENTS: (Student name)

Right. Let's say the last sound in (student name), /…/. Say it with me:

TEACHER + STUDENTS: (Last sound in student name)

(Student name), go to the end of the line. Now who's last in line?

STUDENTS: (Student name.)

Right. Let's say the last sound in (student name).

TEACHER + STUDENTS: (Last sound in student name.)

You did a great job of saying the last sound.

(Continue with several more students. Then have lined-up students re-join the group.)

Now, let's look at our new game. It's a Last Sound game. It looks like our First Sound game, doesn't it? Listen. Cat /t/, boat, /t/, what ENDS with /t/: apple or foot?

STUDENTS: Foot /t/.

I like how you said the last sound, /t/, after you said the word. Try this one. Hat /t/, coat /t/, what ends with /t/, mitt or scissors?

STUDENTS: Mitt /t/.

Good listening for the /t/ sound at the end of words. (Student name), will you be Coach? Remember to say each word and its last sound. If anyone makes a mistake, say the right word and its last sound. For example, if someone says apple, you'll say foot /t/.

(Call on students to take turns as Coach. Play the game for about five minutes.)

Decoding

See the Decoding Command Card, Appendix D.

Students take turns being Coach.

Appendices

Sound Play and Decoding Lesson Sequence

Note: an X next to the lesson number indicates that there is not a new sound or sight word on that particular lesson.
Non-Title 1 classrooms may skip the lessons with an X. Skipping lessons is not recommended for Title 1 classrooms.

Lesson	Sound Play Activity	New Sounds	Decodable Words	New Sight Words	Sentences
Intro 1	Clap the Syllables 2, 3 syllables				
Intro 2	Clap the Syllables 2, 3, & 4 syllables				
Intro 3	First Sound (Two Choices) a				
Intro 4	First Sound (Two Choices) a, m				
1	First Sound (Two Choices) a, m	a, m			
2	First Sound (Two Choices) a, m	t			
3	First Sound (Two Choices) m, t		at mat		
4	First Sound (Two Choices) a, t	s	at mat		
5	First Sound (Three Choices) m, s		at mat sat	the	
6	First Sound (Three Choices) t, s		at mat sat		
7	First Sound (Three Choices) t, s	b	at mat sat		
8	First Sound (Three Choices) t, b		sat bat		
9	Rhyming -at words	c	mat sat bat		

Lesson	Sound Play Activity	New Sounds	Decodable Words	New Sight Words	Sentences
10 X	Rhyming -at words		mat sat bat cat		
11	Rhyming -at words	f	mat sat bat cat	is	
12	Rhyming -at words		sat bat cat		
13	Guess My Word -at words	n	mat sat bat cat		
14 X	Guess My Word -at words		sat bat cat fat		
15	Guess My Word -an words		man can fan		
16	Guess My Word -at , -an words	d	man can fan	was	
17	Guess My Word b words		sat cat can fan		
18	Guess My Word c words	i	sat cat man can		
19 X	Guess My Word f words		bat cat can fan		
20	Guess My Word s words	g	sat cat fat tan can fan		
21 X	First Sound (Two Choices) n, d words		mat cat fat man tan can		
22	First Sound (Two Choices) c, f, n words	o	bat cat fat man can fan	on	
23	First Sound (Two Choices) f, n, d words		mat sat cat man can fan		

Note: an X next to the lesson number indicates that there is not a new sound or sight word on that particular lesson.
Non-Title 1 classrooms may skip the lessons with an X. Skipping lessons is not recommended for Title 1 classrooms.

Lesson	Sound Play Activity	New Sounds	Decodable Words	New Sight Words	Sentences
24	First Sound (Two Choices) n, g words	r	mat cat rat tan can fan		
25 X	First Sound (Three Choices) t, b, g words		bat cat rat man can ran		
26	First Sound (Three Choices) g, o words	h	bat cat hat man fan ran		
27	First Sound (Three Choices) d, r words		mat bat hat man can ran	and	
28	First Sound (Three Choices) g, o, h words	p	bat hat pat man ran pan		
29	Guess My Word -at, -an words		sat rat hat man can pan		The rat sat.
30	Guess My Word -an, -ap words	l	man ran pan map cap lap		The man ran.
31 X	Guess My Word -at, -ap words		sat cat fat map nap rap		The cat is fat.
32	Guess My Word -at, -an words	u	sat cat fat can ran pan		The cat ran.
33	Guess My Word r, d words		big dig pig sit bit hit	I	The pig is big.
34	Guess My Word j, l words	j	sat fat big pig sit fit		The fat pig sat.
35 X	Guess My Word p, r words		can fan ran big dig pig		The pig can dig.
36	Guess My Word j, d words	e	man fan Dan big dig pig		The man is Dan.
37	Last Sound --t words		man fan pan big dig pig	a	Dan is a big man.

Note: an X next to the lesson number indicates that there is not a new sound or sight word on that particular lesson.
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Lesson	Sound Play Activity	New Sounds	Decodable Words	New Sight Words	Sentences
38	Last Sound --t words	w	cat hat pat sip rip lip		I pat the cat.
39 X	Last Sound --t words		tap nap lap tip dip rip		The cat naps on the mat.
40	Last Sound --g words	z	tag bag wag in tin pin		The cat sits in the bag.
41 X	Rhyming -at, -an words		bag nag rag in pin win		The pin is in the bag.
42	Rhyming -at, -an words	k	Tim him Jim mad sad pad		Jim was sad.
43	Rhyming -ap, -oat, -ail words		at mad had him Jim Kim	to	Jim is mad at Kim.
44	Rhyming -ap, -oat, -ail words	v	mat had nap Tim Jim Kim		Kim had a nap on the mat.
45 X	Guess My Word -at, -ug words		sat fat Mom tug bug rug		Mom sat on the rug.
46	Guess My Word -at, -en words	v	sat fat ten hen yes bug		A bug was on the rug.
47	Guess My Word -an, -ug words		ran Mom got fun up pup		Mom got up and ran.
48	Guess My Word -o-, -e- words	x	pat wet vet dog Tom got	my	Tom is a dog. Tom is my pet.
49	Guess My Word -o-, -e-, -i- words		get vet in Tom got box		I got Tom at the vet. Tom was in a box.
50	Guess My Word -at, -ap, -in words	qu	sat pat lap him in Tom		Tom the dog sat in my lap.
51	Guess My Word -o-, -e-, -i- words		bed get sit dog Tom can	into	Tom the dog can sit on my bed.

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Lesson	Sound Play Activity	New Sounds	Decodable Words	New Sight Words	Sentences
52 X	Guess My Word -e-, -u- words		had red Meg Peg sun fun		Peg and Meg had fun in the sun.
53 X	Last Sound --g words		Meg Peg in got hot sun		Peg and Meg got hot in the sun.
54	Last Sound --g words		red leg yet mix six fix	are	Peg and Meg are big. Peg is six and Meg is ten.
55	Last Sound --t words	sh	Dan got pet shop wish fish		Dan had a wish. Dan got the fish. The fish was at the pet shop.
56	Last Sound --n words		Dad gets pet shed runs Jim	for	Dad gets a big dog. The dog is for Jim. The dog runs into the shed.
57	First Sound (Three Choices) v, w		rush shop van pet Jim Mom	with	Jim is in the van with Mom. Jim and Mom rush to the pet shop.
58	First Sound (Three Choices) k, l, v		shop get run Jim Ben fish	they	Jim and Ben run to the pet shop. They get fish for the cat.
59 X	First Sound (Three Choices) l, v, w words		dog fed Wag shop man fish		Wag is my dog. The man at the pet shop fed Wag.
60	First Sound (Three Choices) v, w, z words		dog mud Kim Sam pals pet	play	Kim and Sam or pals. They play with the dog. They play in the mud.
61	Guess My Word -i-, -o-, -e-	ch	chop chops Chip Peg pet ham		Peg chops ham for Chip and Sam. Chip is Peg's pet dog. Sam is Peg's pet cat.
62	Guess My Word -o-, -e-, -u-		Chip box runs Dan Peg red	have	Can and Peg play with Chip. They have a red box. Chip runs to the box.
63 X	Guess My Word s, g, b, f		Chip gets box Sam tips fun		Chip gets in the red box. Sam tips the box. They have fun.
64	Guess My Word -a-		chips box not made can fix	has	Sam chips Peg's box. Peg is not mad. Peg can fix the box.

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Lesson	Sound Play Activity	New Sounds	Decodable Words	New Sight Words	Sentences
65	Guess My Word s words		Meg cut chin red sad big	her	Meg has a big cut on her chin. The cut on her chin is red. Meg is sad.
66 X	Guess My Word t words		ship fits tub big Peg Meg		Peg has a big ship. The ship fits in her tub. Peg and Meg play with the ship.
67	Guess My Word p words		Chip wet dog gets ship tub	wants	Chip wants to play with Peg's ship. Chip gets in the tub with the ship. Chip is a wet dog!
68	Guess My Word m words	th	them box then Chip rips in		Jim and Kim play in a box. Chip the dog gets in with them. Then the box rips.
69	Last Sound --g, --l, --p words		bath that mud Tom gets fun	there	There is mud on my dog Tom. Tom gets to have a bath! That is not fun for Tom.
70 X	Last Sound --b, --ck, --p words		path Beth this sit jog hot		Peg and Beth jog on a path. They get hot. They sit on a log.
71	Last Sound --ck, --l, --p words	ck	Wag dog sick Tom sad not	very	Wag the dog is very sick. Wag can not play. Tom is very sad. .
72	Last Sound --g, --l words		sun not duck gets wet not		There is a duck in the sun. It gets very hot. The duck gets wet. Then it is not hot.
73	Rhyming -ug, -ag words	ee, ea	eat treats eats seats sweets see	one	Jim and Kim see treats. Jim and Kim get treats to eat. Jim eats sweets. Kim eats chips.
74	Rhyming -og, -ee		meat heat well bell feet neat	said	Tom's mom said, "Wag is well. Let's heat up the meat for Wag. The meat is a treat for Wag." Wag eats. Wag runs to Tom.

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Non-Title 1 classrooms may skip the lessons with an X. Skipping lessons is not recommended for Title 1 classrooms.
Lessons 73-88 all have new content. Please don't skip any of these lessons!

Lesson	Sound Play Activity	New Sounds	Decodable Words	New Sight Words	Sentences
75	Rhyming -eet, -et, -en	er	swim bet better runner swimmer run	look	Peg said, "Look at Meg and Kim. Meg is a fast swimmer. Kim is a fast runner. I wish I swam fast. I wish I ran fast."
76	Rhyming -an, -ig, -at		ran swimmer swam run better swim	come	Peg swam and swam. Peg ran and ran. Peg got better and better. Peg swam with Meg. Peg ran with Kim.
77	Guess My Word b words	ir	shirt skirt Beth bird jeans sir	blue	Beth and Mom shop. Mom gets Beth a blue shirt and a green skirt. Beth got blue jeans and a pink top.
78	Guess My Word -ap, -et		see Tom run ran first bird	go	Tom and Wag go play. Wag can see a bird. Wag ran and ran. Tom and Wag go play with the cat. Tom, Wag and the cat had fun.
79	Guess my word b words		bird step it its eats beak	here	Here is a blue bird. It is on the step. The blue bird eats with its beak. The blue bird is with a red bird. They eat in the tree.
80	Guess My Word m words, f words	ar	car Mom's far part start sharp	because	Mom's car did not start. Mom checks the car. Mom has to get a car part because the car did not start. Mom got the part. The car starts.
81	First Sound (Three Choices) sh, v, r		this far car catch cart part	now	Tom is here now. Tom can play with Peg. Tom said, "Go here, Peg. Catch this." Peg ran and ran. Peg got it!

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Lessons 73-88 all have new content. Please don't skip any of these lessons!

Lesson	Sound Play Activity	New Sounds	Decodable Words	New Sight Words	Sentences
82	First Sound (Three Choices) z, j, w		then sand swim this beach car	put	Go put this is the car. Then let's go to the beach. The beach will be fun. Let's play in the sand and swim in the sea.
83	First Sound (Three Choices) g, p, r words	oa	goat sits kitten sit mitten boat	new	Look at the new kitten. It is fun to play with. The kitten sits with Sid the cat. The kitten and Sid sleep in the sun.
84	First Sound (Three Choices) c, j, m words		green goat gets shirt jeans boat	says	Mom says, "Get up now, Sam!" Sam gets up. Mom says, "Put on the green shirt and blue jeans. Let's go! Let's get on the boat."
85	Guess My Word -oat	igh	right bright light coat night boat	no	Let's look for the kitten. Let's look under this bed. No kitten under this bed! Let's look under that bed. No kitten under that bed! The kitten is right here! Let's play with the kitten.
86	Guess My Word b, s words		park let's fun night bark run	you	You and I can go play in the new park. At the park, you and I can play and run. Let's have fun! Let's go now!
87	Guess My Word		sight fight step lots steps lot	me	Peg says, "Look at me! I am on the stop step. I can see lots up here. Come up here and look! You can see lots up here!"
88	Guess My Word m, c words		sleeps run jump runs jumps light	be	Look at the cat. The cat is fun. The cat runs and runs. The cat jumps. The cat sleeps. The cat is fun to play with.

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Peer-Assisted Learning Strategies
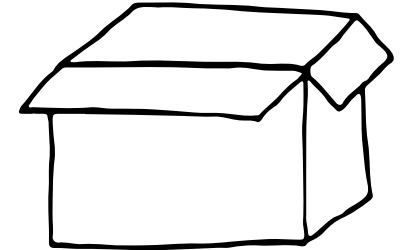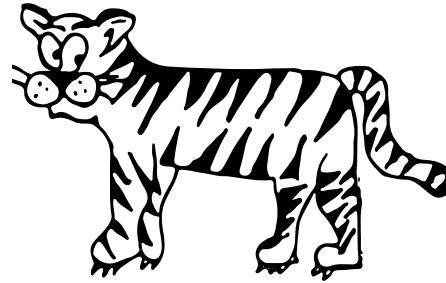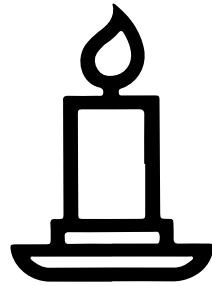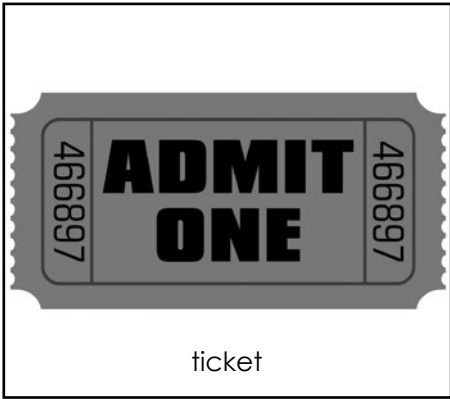*Kindergarten Reading PALS*

Sound Play Lessons

2016 Revised Edition

Douglas Fuchs, Lynn Fuchs, Kristen McMaster, Anneke Thompson,
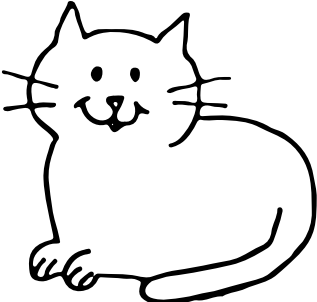Stephanie Al Otaiba, and Loulee Yen

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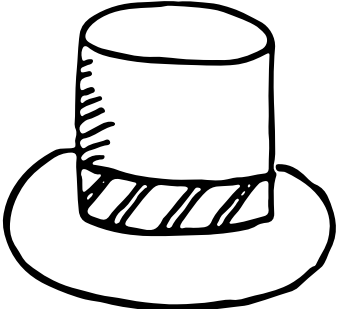**DO NOT REPRODUCE WITHOUT WRITTEN PERMISSION**

Lesson 7

ticket	candle	tiger	box
sail	alligator	scissors	mushroom
tub	fish	tooth	mouse

First Sound - t, s
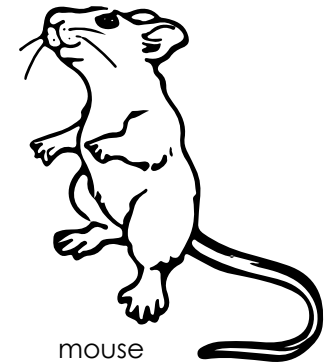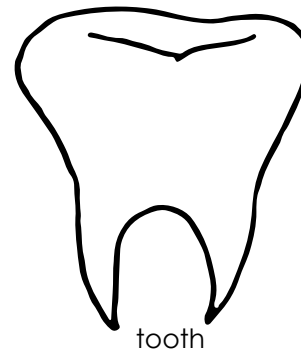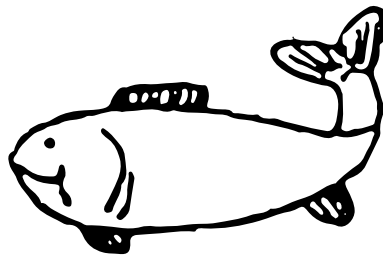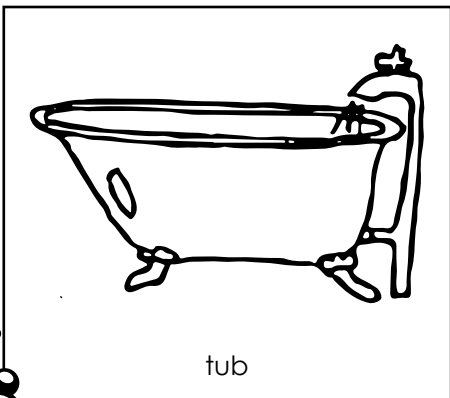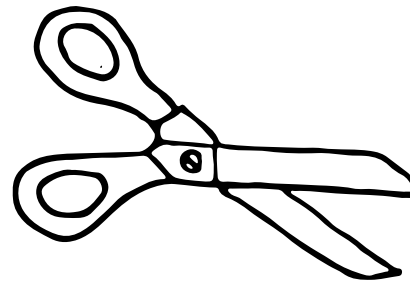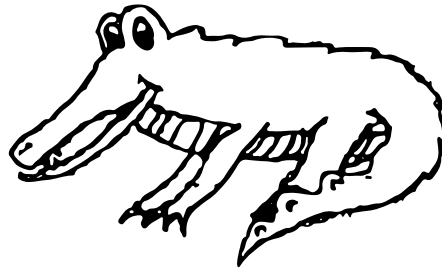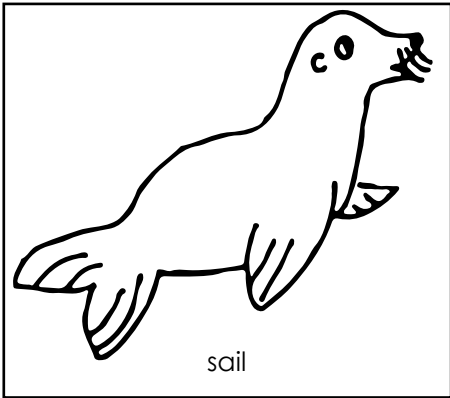
Lesson 37

cat	boat
hat	coat
Pat	net
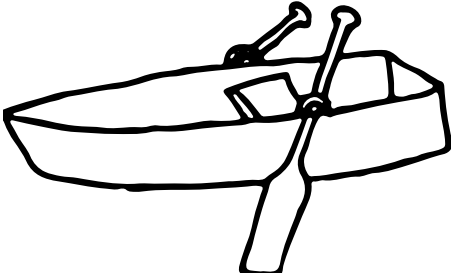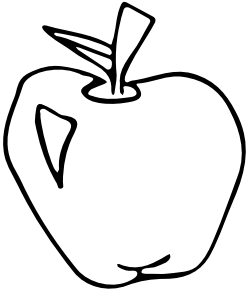
apple	foot
mitt	scissors
monkey	goat
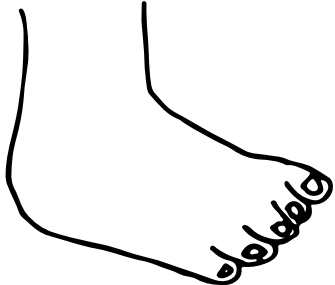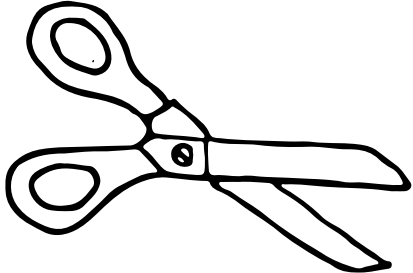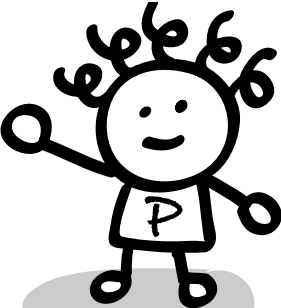
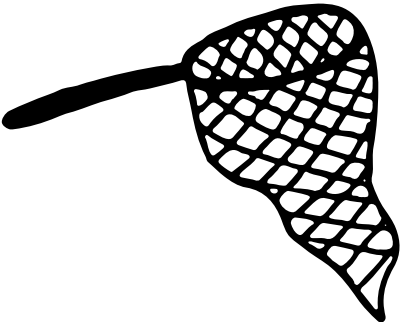Last Sound - t
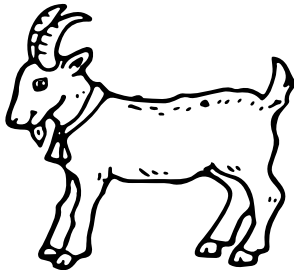
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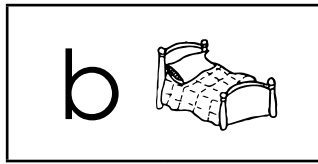
Decoding Lessons

2016 Revised Edition

Douglas Fuchs, Lynn Fuchs, Kristen McMaster, Anneke Thompson,
Stephanie Al Otaiba, and Loulee Yen

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b 🛏 s a ★ b m

b s ★ a t b

m b a s t ★

What sound?

☺ ☺ ☺ ☺

the   the   the

What word?

☺ ☺ ☺ ☺

| m | a | t |

| a | t |

| s | a | t |

| m | a | t |

Read it slowly.

♪

Sing it and read it.

☺ ☺ ☺ ☺

i	g	m	e	t	j	★
n	e	c	u	★	h	i
u	f	a	★	d	e	o
e	g	a	b	n	e	★

What sound?

☺ ☺ ☺ ☺

a	a	on	I
a	and	is	the
was	I	a	

What word?

☺ ☺ ☺ ☺

m	a	n		f	a	n		p	a	n

d	i	g		p	i	g		b	i	g

Dan is a big man.

Read it slowly.

♪

Sing it and read it.

☺ ☺ ☺ ☺