

1. What is the date for which you are entering attendance? Please enter in MM/DD/YYYY.

2. Please select the school for which you are reporting attendance.

- School 1
- School 2

3. Indicate which students attended School 1 PAL for the date entered above.

	Attendance				
	Present (1)	Absent (2)	No-show (3)	Not registered (4)	Dropped (5)
Student (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Did any new students attend today?

- Yes
- No

5. Please enter the names of new students who attended today:

FIGURE 3.3. Web survey of daily PAL Program attendance.

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Name: _____

Date: _____

Session: _____

Reading Math Physical Activity

Start time of session: _____

End time of session: _____

Provide the number of students from your session in attendance today. _____

Which parts of the lesson did you conduct? Please describe.

Did you make any changes to your lesson plan? Yes No
If so, please describe below.

What were some of the strategies used to implement the lesson?

Small-group work/activities Large-group discussion/activities
 Role playing Other

If other is selected, please describe below.

Please list all of the materials you used today to conduct your lesson (e.g., jump ropes, gymnasium, boards).

Please provide some notes about student engagement or student feedback during the session.

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FIGURE 3.5. Instructor debriefing form.

Appendix 3.1. PAL Program Registration Form

Student Information Form

Name (Last, First): _____		Grade: _____	School: _____		
_____		Teacher: _____	_____		
Birth Date (dd/mm/yyyy):	Gender: ___ Male ___ Female	Lunch Status: <input type="checkbox"/> Free/Reduced <input type="checkbox"/> Full <input type="checkbox"/> Unknown			
Ethnicity: <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black (not of Hispanic origin) <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> Other _____		Mailing Address: _____ _____ _____			
Student lives with: <input type="checkbox"/> both parents <input type="checkbox"/> foster care <input type="checkbox"/> grandparents <input type="checkbox"/> guardian <input type="checkbox"/> joint custody <input type="checkbox"/> single-parent father <input type="checkbox"/> single-parent mother <input type="checkbox"/> other _____					
Special Needs (school needs, allergies, medications, diet, etc.):					
Sibling 1: _____ Grade: _____ Lives at home? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Sibling 2: _____ Grade: _____ Lives at home? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Sibling 3: _____ Grade: _____ Lives at home? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Parent/Guardian Last Name:	First Name:	Phone #: (Cell phone)	Relationship:		
Address:		Other Phone #: (Work or Home)			
Parent/Guardian Last Name:	First Name:	Phone #: (Cell phone)	Relationship:		
Address:		Other Phone #: (Work or Home)			
Email Address (please provide one per household):					
Parents' Preferred Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Text <input type="checkbox"/> Email					
ADDITIONAL CONTACTS:					
<ul style="list-style-type: none"> • List additional contacts for the child(ren) and use the check boxes to indicate if these individuals are authorized to pick up the child(ren) and/or will serve as an emergency contact. • Checking the "Lives with" box indicates that the person listed is a member of the same household. • <i>If no adults are listed below, and no boxes are checked, ONLY THE PARENT(S)/GUARDIAN(S) will be able to pick up the student(s).</i> 					
Last Name	First Name	Phone	Pick Up?	Emergency	Lives with?
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Check box if legal restrictions are in effect. <input type="checkbox"/> Yes <input type="checkbox"/> No					
List persons not allowed to see student at Site and/or persons not allowed to pick up student per legal restrictions.					

(continued)

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Appendix 3.1. (page 2 of 4)

Sibling 1 information		
Name (Last, First): _____ _____	Grade: _____ Teacher: _____	School: _____
Birth Date (dd/mm/yyyy): _____	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Lunch Status: <input type="checkbox"/> Free/Reduced <input type="checkbox"/> Full <input type="checkbox"/> Unknown
Ethnicity: <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black (not of Hispanic origin) <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> Other _____	Mailing Address: _____ _____ _____ _____	
Student lives with: <input type="checkbox"/> both parents <input type="checkbox"/> foster care <input type="checkbox"/> grandparents <input type="checkbox"/> guardian <input type="checkbox"/> joint custody <input type="checkbox"/> single-parent father <input type="checkbox"/> single-parent mother <input type="checkbox"/> other _____		
Special Needs (school needs, allergies, medications, diet, etc.): _____		
If parent information different from page 1, please explain here: _____		
Check box if legal restrictions are in effect. <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please explain and provide documentation: _____		
List persons not allowed to see student at site and/or persons not allowed to pick up students per legal restrictions. _____		
Sibling 2 Information		
Name: (Last, First) _____ _____	Grade: _____ Teacher: _____	School: _____
Birth Date (dd/mm/yyyy): _____	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Lunch Status: <input type="checkbox"/> Free/Reduced <input type="checkbox"/> Full <input type="checkbox"/> Unknown
Ethnicity: <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black (not of Hispanic origin) <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> Other _____	Mailing Address: _____ _____ _____ _____	
Student lives with: <input type="checkbox"/> both parents <input type="checkbox"/> foster care <input type="checkbox"/> grandparents <input type="checkbox"/> guardian <input type="checkbox"/> joint custody <input type="checkbox"/> single-parent father <input type="checkbox"/> single-parent mother <input type="checkbox"/> other _____		
Special Needs: (school needs, allergies, medications, diet, etc.) _____		
If parent information different from page 1, please explain here: _____		
Check box if legal restrictions are in effect <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please explain and provide documentation: _____		
List persons not allowed to see student at site and/or persons not allowed to pick up student per legal restrictions. _____		

(continued)

Appendix 3.1. (page 3 of 4)

Parent Initials Required	
Please initial next to the 21st Century Expectations.	
(Parent initials)	<ul style="list-style-type: none"> I understand that the expectation for good behavior in the 21st Century After-School Program is the same as during the regular school day. All regular school day rules apply, including dress and behavior rules. Students who refuse to follow these procedures will not be allowed to continue in the program. Parents/guardians will be contacted if a child misbehaves. Chronic misbehavior may result in dismissal from the program.
(Parent initials)	<ul style="list-style-type: none"> I understand that transportation from the school will be provided for my child. Misbehavior on the bus can result in suspension from the bus, as well as from the 21st Century program. In the event that I choose to transport my child, I understand that I must pick him/her up NO LATER than 5:30 P.M. from the parent pick-up location. I understand I may be required to show an ID to confirm my identification. If a child is consistently not picked up on time, the child may be dismissed from the program.
(Parent initials)	<ul style="list-style-type: none"> I understand due to the active nature of the PAL Program proper footwear includes closed-toed tennis, cross-training, or basketball shoes. Sandals such as flip flops, Crocs, or gladiator sandals that have open toes or open heels may prohibit a child from running and therefore make participating much harder. I understand that my child may wear sandals to school, but he/she should bring tennis shoes in his/her backpack if he/she plans to attend the PAL Program and participate in the activities. If a child does not bring the proper shoes chronically, he/she may be removed from the program.
TRANSPORTATION HOME	
(Parent initials)	<ul style="list-style-type: none"> If I wish to pick up my student before 5:30 P.M., I MUST sign him/her out at the front desk of the elementary school to ensure student safety. After 5:30 P.M. all students will be located with PAL Program staff near the bus loop or front entrance of the building and must be signed out at that location.
Please check all that apply below.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> My child will ride the bus in the afternoon.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> I will pick my child up at 5:30 P.M.
Parent Signature for Page 3	
I agree with all the listed procedures on this page.	
Parent signature: _____ Date: ____ / ____ / ____	

(continued)

Appendix 3.1. (page 4 of 4)

Program Policies	
Accept Decline	
<input type="checkbox"/>	<input type="checkbox"/> I agree to participate in the Community Learning Center (CLC) programs and activities and I hereby give permission for the participant(s) listed on the previous pages to take part in the school district's 21st Century CCLC activities, which may include off-site events (parents will be notified in advance), academic assistance, continuing education, and physical activity games.
<input type="checkbox"/>	<input type="checkbox"/> If a medical emergency arises, program staff will take all steps necessary to ensure the safety of the participant and will call, if necessary, a public emergency vehicle for transport to an emergency facility. I understand that I will be responsible for any transportation charges and medical expenses incurred.
<input type="checkbox"/>	<input type="checkbox"/> I agree that if a health condition exists now or in the future that would impact the participation of those listed on the front, I will notify the 21st Century CLC staff.
<input type="checkbox"/>	<input type="checkbox"/> I hereby give my consent to the school district's 21st Century CLC programs to take the participant's photograph during program activities, to be used for education and public relations purposes in conjunction with the school district's 21st Century CLC programs, including creating ID badges for substitutes and volunteers of the program. I will be contacted in advance if CLC wishes to use my child's photo or video on our website and/or promotional media.
<input type="checkbox"/>	<input type="checkbox"/> I hereby give permission for my child's artwork, poetry, or other work produced in conjunction with the school district's 21st Century CLC programs to be used for education, staff training, and public relations purposes.
<input type="checkbox"/>	<input type="checkbox"/> I understand that the information to be posted may include information from my child's academic, guidance, permanent, or cumulative record (i.e., grades or attendance records). I also understand that the information to be posted does not include other personal identifiable information, such as my child's address, phone number, or Social Security number.
<input type="checkbox"/>	<input type="checkbox"/> I understand that the school district will use participant records to evaluate individual progress and improvement, as well as to evaluate the impact of the program on student achievement and to obtain continued funding for the program.
<input type="checkbox"/>	<input type="checkbox"/> I hereby certify that I have read and do understand the above information.
<input type="checkbox"/>	<input type="checkbox"/> I understand that students enrolled in the program will be expected to come (Monday through Friday) each week. In the event a student cannot maintain his/her attendance at 21st Century, his/her spot will be given to a student on the waiting list after multiple consecutive days absent.
<input type="checkbox"/>	<input type="checkbox"/> I understand that this program is provided free of charge to families. To ensure continuation of funding parents/guardians are asked to attend at least one family event each year (parent orientation, parent coffee, etc.).

SIGNATURES	
By your signature on this document, you hereby agree and consent that your child may participate in the 21st Century CLC program. You have been informed of the policies and procedures of the program, and understand that no medical expenses will be paid in connection with any injury incurred while participating in the activities of this program.	
Name of Parent/Guardian: (PRINT)	
Parent/Guardian Signature:	Date:



Appendix 3.2. PAL Program Observation Fidelity Instrument for Reading



Date: _____

Start Time: _____

End Time: _____

Weekly lesson plan includes one enrichment activity related to topic.

To what extent did the instructor follow the lesson plan?

- Followed the sequence of topics and activities listed in the lesson plan.
- Changed one of the topics/activities listed in the lesson plan.
- Did not follow the sequence of topics and activities listed in the lesson plan.

Instructor's lesson plan includes one of the three related texts. *Refer to lesson plans.*

- Please identify which book was being used: _____

To what extent did the instructor's lesson plan relate to a science topic?

- Scientific content was included throughout most of the lesson.
- Scientific content was included in less than half of the lesson.

Instructor has used at least one of the following fluency-related practices during the hour. *Please check all that apply to the lesson:*

- Teacher read-aloud
- Echo reading
- Choral reading
- Partner reading

Instructor has used at least one of the following comprehension-related practices during the hour. *Please check all that apply to the lesson:*

- Activating prior knowledge
- Emphasis on vocabulary words
- Instruction on word affixes
- Identification of informational text strategies: ID subgenres, ID key words
- Asked comprehension questions or has children ask comprehension questions

(continued)

Appendix 3.2. (page 2 of 2)

To which extent were students able to direct the lesson?

- The instructor frequently gave room for students to raise questions and issues about reading that are relevant even if the questions are not planned in the lesson plan.
- Occasionally gave room to students to raise questions and issues about reading even if they are not planned in the curriculum.
- Followed the lesson sequence and structure.

How would you describe the participation in this group?

- Participation is balanced (everyone participates more or less equally).
- Participation is semi-balanced, but some students may dominate while others are often withdrawn.
- Participation is very much dominated by a few students.

Do you see the students learning new reading skills and strategies at this point?

- Most students demonstrate/report using new fluency or comprehension-related strategies in reading.
- A few students demonstrate/report using fluency or comprehension-related strategies in reading.
- Students don't demonstrate/report using fluency or comprehension-related strategies in reading.

	All of the time	Most of the time	Some of the time	None of the time
The teacher encourages participation.				
The students as a group are attentive.				
Students are respectful of each other.				
Students are quiet or uncomfortable during the lesson.				
Students are having fun.				

Did students express any concerns about the observer in the room?

Did the facilitator notice any marked differences in the students because of the observer?

Additional Notes:

<input type="checkbox"/> Instructor has weekly plan that includes two to three related grade-level texts (or segments of larger text if text is long). List texts:
<input type="checkbox"/> Instructor has weekly plan that relates to a topic or essential question. List topic or essential question:
<input type="checkbox"/> Weekly plan includes one enrichment activity related to topic. List enrichment activity:
<input type="checkbox"/> Instructor has used at least one of the core fluency-oriented practices during the hour. Check all that were seen: <ul style="list-style-type: none"> <input type="checkbox"/> Teacher read-aloud <input type="checkbox"/> Echo reading <input type="checkbox"/> Choral reading <input type="checkbox"/> Partner reading
<input type="checkbox"/> Instructor spent a minimum of 15 minutes on fluency-oriented practices.
<input type="checkbox"/> Instructor has used <i>at least</i> one of the following comprehension-related practices during the hour. Check all that were seen: <ul style="list-style-type: none"> <input type="checkbox"/> Instructor activated prior knowledge (provide examples): <input type="checkbox"/> Instructor emphasized vocabulary words (note some words): <input type="checkbox"/> Instructor pointed out meanings of word affixes (for older grades only). List affixes:
<input type="checkbox"/> Instructor identified informational text comprehension features such as subgenre, key words; cause–effect; timeline; map; compare-contrast. List informational text feature:
<input type="checkbox"/> Instructor engaged in critical literacy or disciplinary literacy strategy. List informational text strategies:
<input type="checkbox"/> Instructor asked comprehension questions at various levels of abstractness (concrete, abstract, relate) or had children ask their own questions. List some questions:

FIGURE 10.4. Reading Enrichment Observation Checklist.

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Appendix 10.1. Reading Enrichment Lesson Plan Example

<p>Theme: Food Week Day 1</p> <p>Book: <i>Food</i> Vocabulary: <i>carnivorous, vegetation, omnivores, regurgitated</i></p>	
<p>Comprehension Activity</p>	<p>Activate Prior Knowledge “Have you learned about nutrition in school? What did you learn during those lessons?”</p> <p>Questions to ask throughout the book and/or after reading: “Can you compare and contrast omnivores, herbivores, and carnivores?” “Which of these are considered humans?” “What are some ways we process food to preserve it?” “If the tide is red in California, is shellfish safe to eat? Why or why not?” “Why does drying or freezing food help preserve it?”</p>
<p>Fluency Activities</p>	<p>Teacher Read-Aloud During this time, the book is read aloud by the teacher while students follow along silently in their own text. Throughout this reading, the teacher also introduces preselected vocabulary.</p> <p>Echo Reading The teacher reads two to three sentences from the text aloud before asking the students to read, or <i>echo</i>, the same passage of text aloud with the teacher. The teacher’s voice models the volume and pace in which the text should be read aloud by students.</p>
<p>Comprehension Activity</p>	<p>Vocabulary <i>carnivorous, vegetation, omnivores, regurgitated</i> Have students find definitions in the glossary to volunteer to read aloud for the class.</p> <p>Affix(es) to Emphasize <i>Re-</i> means to return, to cycle, to recover, to do again Give additional examples to students, such as <i>recycle</i> and <i>repopulate</i>.</p> <p>Word Hunt Students have the opportunity to share words that they are unfamiliar with or do not know.</p>
<p>Theme: Food Week Day 2</p> <p>Book: <i>Food</i> Vocabulary: <i>carnivorous, vegetation, omnivores, regurgitated</i></p>	
<p>Fluency Activities</p>	<p>Choral Reading The teachers and students read simultaneously at the same volume level and pace. The teacher’s voice is slightly louder to act as a guiding tone. The teacher monitors for on-task behavior by perusing the room, leaning toward children to listen for oral reading, redirecting students who have lost their place, and removing disruptive children who need to read with the volunteer.</p>

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Appendix 10.1. (page 2 of 4)

Partner Reading	The teacher uses a preselected list of pairs of students who will read together. Each pair consists of students with higher and lower reading skills. The students alternate reading pages.
Partner Questioning	Once students have partner-read, they may “quiz” each other using the author-provided questions or questions the teacher provides.
	Once all partners have completed the activity, the teacher discusses the questions with the entire group to ensure comprehension and to clarify.
Comprehension Activity	<p>Discussion of Text Structure Ask students if the text is a sequence, description, compare–contrast, problem–solution, or cause–effect text. Ask them to provide evidence from the text. <i>Note.</i> If students are unfamiliar with these terms, allot time when a new text structure is introduced for explicit instruction and provide additional examples. As students retain this knowledge, transition by querying the structure of the text, as above.</p> <p>Vocabulary Reemphasize the same vocabulary from first 2 days while the text is read together.</p> <p>Affix(es) to Emphasize Reemphasize same affixes from first 2 days.</p> <p>Questions Review comprehension questions from the day before to check for assessment of comprehension. To make this more exciting, the instructor may turn this into a game by dividing the class into two or more teams to have them work as small groups to answer questions.</p>
<p>Theme: Food Week Day 3</p> <p>Book: <i>Food Machines</i> Vocabulary: <i>hydroponics, efficient, composition, experimental</i></p>	
Comprehension Activity	<p>Activation of Prior Knowledge “Flip through the book. Do you believe this book contains information that you have already learned about? For example, have you ever heard of the term <i>greenhouse effect</i>? If so, how might that term relate to food choice?”</p>
Fluency Activities	<p>Echo Reading The teacher reads two to three sentences from the text aloud before asking the students to read, or <i>echo</i>, the same passage of text aloud with the teacher. The teacher’s voice models the volume and pace in which the text should be read aloud by students.</p> <p>Choral Reading The teachers and students read simultaneously at the same volume level and pace. The teacher’s voice is slightly louder to act as a guiding tone. The teacher monitors for on-task behavior by perusing the room, leaning toward children to listen for oral reading, redirecting students who have lost their place, and removing disruptive children who need to read with the volunteer. If time permits, students partner-read.</p>

(continued)

Appendix 10.1. (page 3 of 4)

Comprehension Activity	<p>Discussion of Text Structure Ask students if the text is a sequence, description, compare–contrast, problem–solution, or cause–effect text. Ask them to provide evidence in the text. <i>Note.</i> If students are unfamiliar with these terms, allot time when a new text structure is introduced for explicit instruction and provide additional examples. As students retain this knowledge, transition by querying the structure of the text, as above.</p> <p>Vocabulary Throughout the reading, emphasize the vocabulary words that are selected in the text. If the word contains an affix, explicitly address and explain the affix. <i>hydroponics, efficient, composition, experimental</i> Have students find definitions in the glossary to volunteer to read aloud for the class.</p> <p>Affix(es) to Emphasize <i>Hydro-</i> refers to water in some way. Provide additional examples, such as <i>hydrometer</i> or <i>hydroelectric</i>.</p> <p>Questions after partner reading: “How do greenhouses work?” “Can we apply what we learned earlier in the semester to what we are learning about now?” “Why is carbon dioxide an important gas?” “Can you describe one of the several types of greenhouses we’ve read about?”</p> <p>Word Hunt Students share words from the reading that they are unfamiliar with or do not know.</p>
<p>Theme: Food Week Day 4</p> <p>Book: <i>Food Machines</i> Vocabulary: <i>hydroponics, efficient, composition, experimental</i></p>	
Fluency Activities	<p>Choral Reading The teachers and students read simultaneously at the same volume level and pace. The teacher’s voice is slightly louder to act as a guiding tone. The teacher monitors for on-task behavior by perusing the room, leaning toward children to listen for oral reading, redirecting students who have lost their place, and removing disruptive children who need to read with the volunteer.</p> <p>Partner Reading The teacher uses preselected list of pairs of students who will read together. Each pair consists of students with higher and lower reading skills. The students alternate reading pages.</p> <p>Partner Questioning Once students have partner-read, the students may “quiz” each other using the author-provided questions or questions the teacher provides. Once all partners have completed the activity, the teacher discusses the questions as a group to ensure comprehension and to clarify.</p>

(continued)

Appendix 10.1. (page 4 of 4)

<p>Comprehension Activity</p>	<p>Vocabulary Throughout the reading, emphasize the vocabulary words that are selected in the text. If the word contains an affix, explicitly address and explain the affix. <i>hydroponics, efficient, composition, experimental</i></p> <p>Affix(es) to Emphasize <i>Hydro-</i> refers to water in some way. Provide additional examples such as <i>hydrometer</i> or <i>hydroelectric</i>.</p> <p>Questions Address questions from previous day.</p> <p>Hands-On Activity Engage in the Activity or Experiment. <i>Complete a food chain activity.</i> Step 1. Students go to the nearest playground with a notebook and pencil. Instruct students to write plants and animals that they see in 5–10 minutes. Return to the classroom. Step 2. Use the board to create a list of plants and animals observed. Step 3. Instructor and children jointly map a food chain similar to one provided in <i>Foods</i>.</p>
<p>Theme: Food Week Day 5</p> <p>Book: <i>Healthy Food Choices</i></p>	
<p>Fluency Activities</p>	<p>Choral Reading The teachers and students read simultaneously at the same volume level and pace. The teacher’s voice is slightly louder to act as a guiding tone. The teacher monitors for on-task behavior by perusing the room, leaning toward children to listen for oral reading, redirecting students who have lost their place, and removing disruptive children who need to read with the volunteer.</p>
<p>Comprehension Activity</p>	<p>Vocabulary Less emphasis is placed on vocabulary and text structure due to the limited time students have with the text. However, a quick definition can be provided for new vocabulary words as they are encountered in the text during the choral reading. Ideally, the final text for the week reinforces prior vocabulary and concepts, rather than introduces new ones.</p> <p>PAL Jeopardy! Game This game consists of questions about the vocabulary and concepts encountered while reading the three books related to the topic. The class is split into two teams. Each team chooses a representative to come to the front of the classroom to pick a question written on strips of paper and thrown into a hat or bowl. If the selected question is answered correctly, their team will earn the points the question is worth (indicated on the back of the question). This process is reiterated until all the children have had a turn.</p>