

◆ Paired Reading

Use: During reading

The very nature of this activity **provides reading support to weaker readers.**

The fact that students are preparing to interact with one to three peers **motivates them to pay attention while reading**, since students will be taking turns **summarizing** sections of the reading.

→ This is **not** having students read aloud to each other. They are reading **silently**, then taking turns as “teller” and “listener.”

Preparation:

Decide student pairs. (If I have an unusually low SpEd or ELL student, I put that student in a group of three.)

Procedure:

1. Have **partners decide** who will be the first “teller” and first “listener.”
2. Explain that both partners will need to be able to tell the other what was read section by section.
3. Students **read silently**, individually.
4. **Circulate! Circulate! Circulate!**
5. When most students are done, **tell students to close their books.**
6. **Instruct “tellers” to summarize** – from memory – as much as important content as possible while partner listens. **Listeners are NOT allowed to speak!**
7. Again, **circulate!**
8. When it appears that most tellers are finished, announce **that the “Listener”** should now add any information they feel was missed. (Keep this fairly brief, and take your cues on timing by watching.)
9. **Both partners** then open books and check for any missed details.
10. **Partners switch roles** and do the same procedure for the next section, continuing until the reading assignment is completed.
11. **Follow-up** with some reflection activity – writing, debate, discussion, etc.

