

1. Try to teach recognition of two words—they and elephant—to a child who has not yet learned to read and write. Record and compare the difficulties the child encounters with the two words. Which word was easier for the child to remember? Why do you think this was so? What strategies do you feel were most successful in helping the child to remember the words?

2. Talk to two first-grade students. Ask the students what reading is and what kinds of things they think they must do to read successfully. Administer An Early Reader's View of the Reading Process (found in Appendix E) to one of the students. What new insights did you gain about how this child views the reading process? Share this information with your college class.

3. Observe a child who is in the early stages of learning to read. Ask the child to read several sentences aloud. What are some difficulties the child encounters? What do you think the child needs to know to be more successful? Make two columns on a sheet of paper, one labeled "Practice" and the other "Explicit Instruction." Try to determine what skills would best be developed through each of these modes.