

1. Select one of the comprehension activities outlined in this chapter. Find a selection from a primary basal reader that would be appropriate content for such a strategy. Teach the activity to a small group of your classmates. Discuss their reactions.
2. Plan a reading comprehension activity tailored to support your English learners, taking into account strategies and techniques that are helpful for these students. Assess the students' level of comprehension after the activity. Was comprehension aided, compared to that gained from past activities?
3. Conduct the same activity, or another of your choice, with a small group of third-grade students. What problems did they have with the lesson? What did they like about using the strategy? Discuss your findings with your class.

4. View two close reading lessons: one conducted by a respected practitioner (on DVD or online) and one in a classroom at your teaching site. Take notes and compare the two lessons against the criteria for close reading lessons outlined in this chapter.

5. Observe the reading lessons in a primary classroom for an entire week. Make a list of all the activities the teacher and the students engage in during the week and note the time spent on each. How much time was spent on direct teaching of comprehension strategies? What percentage of total teaching time was spent on teaching comprehension compared with time allotted for the application of these strategies or actual reading by the students? What might you decide to do differently in your own classroom?