

1. Plan a reading lesson for a small group of early readers. Select an informational text from Appendix A or another one with which you are familiar. Choose an instructional strategy from the chapter that you feel would best help students to cope with the unique aspects of the text. Write a short reflection statement sharing your feelings about how the strategy helped students respond to the textual demands of the book.

2. Create a reading lesson using parallel genres, or twin texts, to compare and contrast two different ways to present information. For example, obtain a copy of an informational book such as *Valentine's Day Is* by Gail Gibbons. Find a corresponding narrative text, such as *The Night Before Valentine's Day* by Natasha Wing and Heidi Petach, and use it to provide motivation, background, and "color" for the lesson. Or, use Appendix A to select another informational book and find a narrative text on the same topic to create the lesson.

3. Visit three websites suggested in Appendix C to support informational reading and writing. Choose one that you particularly like and find an informational text for which the website information would be helpful. How might the website information be used to support the text?

4. Read the K–2 standards for reading information text and writing information text. Create a list of questions you have about how to best incorporate pedagogical strategies to help students achieve these goals.