

1. Plan a shared or guided reading lesson for a small group of early readers. Record their responses to the lesson. Write a short reflection statement sharing your feelings about student involvement with the lesson.

2. Using the same group of students as in Question 1, read them a story “straight,” without using predictive strategies, picture sharing, or any thought-provoking questions. Instead, ask only literal questions requiring factual recall, such as “What was the name of the main character?” What differences in student engagement with the story do you notice between the two lessons?

3. Observe a primary teacher who is conducting two readings of the same story with the same group of learners on successive days. What differences do you notice in the questions the teacher asks during the second reading? In what other ways is the instruction different? Do the students appear to be bored during their second encounter with the text? Why or why not?