**Stump the Teacher**

1. Introduce the content of the reading by posing a hypothetical question, reading a quotation, previewing the text, or some other interest capturing idea to which students can react through discussion in order to motivate the students.
2. Explain the format of the game. Introduce the skill of studying with a friend. Suggest, “What we are going to practice today is a study strategy that someone might use if that person has a study buddy with whom to work. Point to a student near you and say, “If you and I were study buddies, we might say to one another, “Let’s read the first page and then, let’s take turns closing the book and quizzing each other about what we read. Today, we are going to make a game out of this. We are going to play stump the teacher and stump the student.
3. Silent reading of a portion of the text. Explain the nature of stump the teacher, assigning a reading of appropriate length (from 1 – 3 pages, depending on the complexity of the text.) Tell the students, “We are all going to read this same piece of the text, and after we have had sufficient time to read the passage, I will give you X minutes to quiz me on this. (Usually 2-3 minutes.) If you can stump me – if I cannot get the answer right, even thought my book is closed and yours is open, the person that posed the question will receive X points. (For example 5 points)
4. Students quiz the teacher whose book is closed for a set period of time. Remind them again of the size of the subsection of test. Make a decision as to what amount of time is appropriate for the questioning period that follows the reading. (If the time does not work well first period, try a little bit more or less the second block.)
5. When most of the students have finished, close your book and set the timer for the amount of time allotted for student questions. Remind them that your book is closed and they may keep theirs open, and that they may ask questions by raising their hand to be recognized. Begin taking questions. (Keep in mind that you will not get them all correct. Expect to give out a few points. Also keep in mind that here is your chance to clarify some ideas about your subject matter with a completely rapt or “wholly absorbed” audience!)
6. Further extension can be done through note taking, etc. Tell the students that now they must close their books and you will pose questions to them. They must raise their hands and be recognized in order for it to count. Tell them not to yell out answers. Begin by asking a question that is of the nature to get them thinking. (Now is a perfect time to get them to perform higher order thinking over the subject matter.) Ask questions beginning with “Let’s analyze this.” “What was this all about?” “Can someone paraphrase the passage by putting it in your own words?”
7. Continue while your time remains to ask higher order thinking questions, such as “How does what we just read relate to what we studied in the last chapter?”
8. Continue through the reading, doing a portion of the text at a time. (Alternative process: You may alter the order of who closes the book first after the reading. The first portion of the text, the teacher closes the book for the first three minutes, followed by the students closing the book. Then the students for the second portion of the reading close the book first, and so on until the reading is done.)
9. After the reading have the students report on their use of the skill. Say “By a show of hands, how many of you felt the process of reading to ask questions of me, and to remember with the book closed when it was your turn, actually helped you to comprehend what the passage was about?” (Students realize at this point that, by practicing both the questioning of the teacher and the reading to remember with the book closed, they were engaged in the reading, leading to heightened comprehension.)
10. Now you should proceed to another extension activity such as a focused free writing or practice in two-column note taking about the same passage. (This could be homework.)
11. Continue reflection through homework, quiz, etc.