

# 16

## Suggestions for text building and structuring (see also # 9)

### Goal

In addition to the strategies described in "timeline" and "scheme /introduction/main body/ conclusion" in Nr. 9, the following procedures focus on the planning and practice of text building and structuring. They aim to provide students with opportunities to practice the strategies with attractive contexts.

### 1. Working with cut-up texts

2<sup>nd</sup>–6<sup>th</sup> grade

20 minutes



The instructor distributes texts (5–10 age-appropriate sentences), which have been cut up into strips (one sentence per strip). The selected text should be action-oriented with a clear sequence structure. Task: sort the sentences and paste the text back together correctly. Possible additional task: expand the text with extra sentences and strips, or mark the strips according to whether they are part of the introduction/main body/ending of the text.

### 2. Working with picture stories

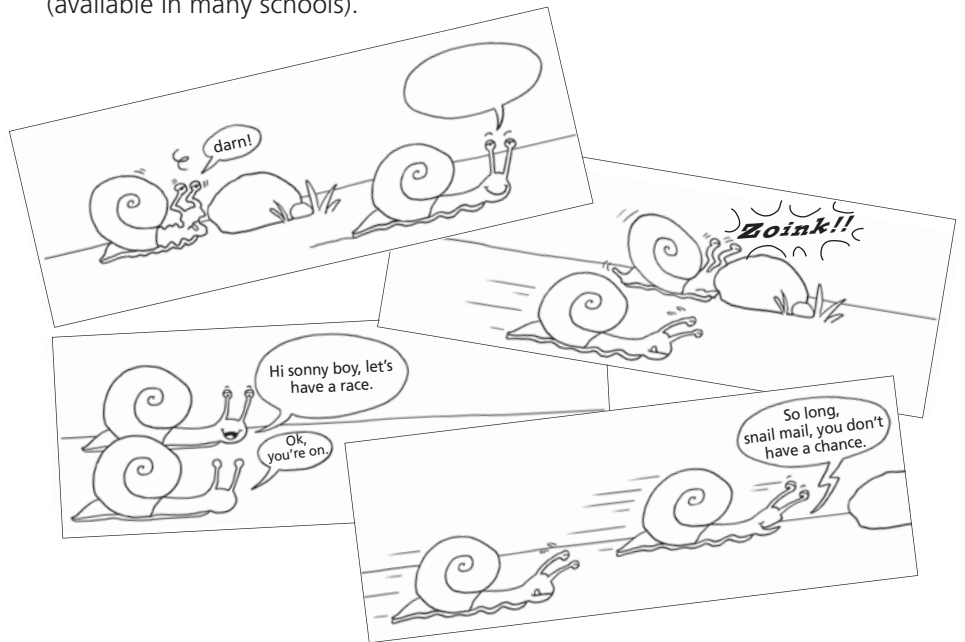
2<sup>nd</sup>–9<sup>th</sup> grade

30 minutes



Materials:  
cut-up picture stories

Individually or in pairs, the students receive a cut up picture story (4–8 pictures). They are tasked to order the pictures in the correct sequence, paste them onto a sheet of paper, and describe the events with 1–2 sentences per picture. Possible additional task: write an introduction and an ending. Sources for picture stories: magazines, newspapers, comics, internet, picture story cards (e. g. Schubi learning media publisher, Schaffhausen (available in many schools).



### 3. Parallel texts, generative writing

2<sup>nd</sup>–9<sup>th</sup> grade

30 minutes



Materials:  
text template (see right)

The students receive a text template (e. g. a short story or a poem). They then write a variation of it, based on this template. The variation might consist of a changed protagonist (instead of a barking dog, a meowing cat). Other good applications include letters, apologies, applications, etc., which are changed according to a template. Working with parallel texts is particularly suitable for weaker students, as the difficulty level for language production is considerably lower. See also example 15.2 above: alternative word test, as well as M. Lüth's excellent article on generative writing under [http://www.kompetenzzentrum-sprachfoerderung.de/fileadmin/user\\_upload/didacta-Version.pdf](http://www.kompetenzzentrum-sprachfoerderung.de/fileadmin/user_upload/didacta-Version.pdf)

