

4. Analyzing text structure

4th–9th grade

30 minutes



Materials:
texts (see right)

Variant 1: Students receive one or more texts (with a clearly structured chronological order), as well as a sheet of paper on which they draw a timeline (see #9). They then write key words from the text in chronological order at different points along the timeline.

Variant 2: The students receive more challenging texts of different kinds. They must divide the texts into at least three parts and mark with different colors the introduction, main body and the ending.

5. Finding a beginning to an end and vice versa; “sandwich-stories”

2nd–9th grade

30 minutes



Materials:
sheets of paper with
text beginnings

The students receive the beginning of a text (e.g. the first sentences of a story or the opening paragraph of a newspaper article). Working individually, in pairs or groups of three, they are to write the rest of the text and clearly highlight the main part and the ending or summary. Subtitles should be added if the text is longer. In the end, they present their text versions. The presentation of these often very different versions is exciting, since they all emerged from a common beginning.

Variant 1: students receive the ending of a text and must write the beginning and main body of the text.

Variant 2: “sandwich stories”: students receive the beginning and the ending of a text (story, joke, factual document) and must invent/write the main body of the text.

6. Writing and collecting game rules, instructions for handicrafts, recipes

2nd–9th grade

40 minutes



Writing action-oriented instructions with clear sequences, like the rules of a game, building sequences, instructions for handicrafts, recipes, etc., requires a particularly clear, sequenced formulation and text construction, as the text might otherwise confuse rather than serve the reader. The quality of such a text can be measured by its functionality or how well it “works”. Collecting texts, such as recipes and assembly instructions as a class, is a particularly enjoyable project, as the texts are useful and practical. Other effective projects are bilingual collections in cooperation with the teachers from the regular, mainstream classes. (Also see #21 below).