

Remarks:

- The project “riddle string” can be extended over several weeks.
- For younger children who are not yet able to read and write well, the project can be adapted with picture books and the help of an older student who produced the riddle.
- Riddle string can easily be created by groups so that individual students only have to read part of a whole book.
- Experiences in libraries have shown that books with riddle string are much more frequently borrowed by younger children.

Variants:

The students create a riddle string for every book in their classroom library, so that at the end of the year mostly all books are furnished with such strings.

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Developing questions about texts

Goal

In order to compile and to solve questions about a book or a text, the text has to be closely read and understood. Most of all, creating “questions about understanding” and “questions for reflection” (see below) requires a deeper understanding of the content since the answers are not explicitly stated in the text.

4th–9th grade

45–90 minutes



Materials:
Books, magazines (possibly
texts from the internet);
notepaper.

Procedure:

- After reading a story, an article, or a whole book, the class is divided into groups of two. The group’s assignment is to develop questions about the content and the central argument of the text for the other students. Their questions should fall into the three following categories:
 - **Questions that can be looked up.** The answers to these questions are contained in the text. They are mostly clear-cut (e.g. can be answered with “correct” or “false” or with a precise indication).
 - **Questions about comprehension.** These questions can only be answered upon reflecting more deeply about the content. It requires a little “reading between the lines”. The answers to these are often not entirely unambiguous. (Example: how did the person feel? Why did s/he act in this way?)
 - **Questions for reflection.** The questions that fall into this category go beyond the content per se. Generally, there are no “correct” solutions, requiring that students discuss the responses together. (Example: what are the consequences of the end of the story? How could this conflict have been resolved in other ways?)
- Upon elaborating on the questions, the students hand them in to the teacher. The teacher then distributes the questions to the teams for answering, or the questions are discussed/resolved by the whole class.
- The differentiation between different types of questions must previously be discussed and elaborated with examples. The questions for reflection should, in any case, be discussed in the plenary, as there are often no clear answers.

Remarks:

- With mostly heterogeneous age groups in HLT, it would be preferable to conduct the exercise based on three level-appropriate different texts. It would be good if all had the same topic (although it is not critically important) e.g., fairy tales from our country of origin, life in the migration, racism, geography, etc.
- The classification of the questions into three categories derive from the educational materials “the strong language performers” and should be familiar to most students. For students with a (still) minimal language competence, the questions can be reduced to two types (questions that can be looked up and questions about comprehension).

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Creating an ad poster for a book

Goal

The students create an ad poster for a book that they have read. They must not only reflect upon and summarize the content, they must also conduct research about the author and the topic. At the same time, the book must be presented in a way that others become interested in the content and would want to read the book for themselves.

1st–9th grade

60–90 minutes



Materials:

Large poster paper (size A3 or A2), coloring pencils or felt pens, glue.

Procedure:

- The project will be announced two to three weeks in advance. The students are asked to select a book for which they want to create an ad and to bring it to class. Additionally, (at least the older students) should inform themselves in libraries and bookstores about what book ads look like (e.g. posters, texts in magazines about books). Beginning students may present their favorite picture book or story book, and the teacher or an older child should assist them.
- A week before the work on the posters starts, students discuss ways to make an attractive poster ad for a book. Students will summarize and present the content of their book in an exciting and interesting way and may use graphic means to enhance the interest of the readers. Task: look for additional information about the author, and about the place and time of the action and look for appropriate illustrative materials.
- In the next sequence (lesson or double lesson), the students create an attractive poster ad for their book. They may even be able to come up with an advertising slogan for their book
- The finished posters will be displayed in a little show. Maybe the children can select the best show poster (each child may assign three points).

Remarks:

- The project is optimally suitable as a collaborative project with regular classroom instruction, be it in the context of promoting reading or a project week. It is definitely well worth to previously establish contact with the regular classroom teachers. Posters that are created within the framework of such cooperation have the advantage of being bilingual.
- If a child does not know a book in his/her native language, but has a favorite book in the language of the immigration country, s/he may describe that book – in his/her heritage language, of course!