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Seeing sentences as a whole

Goal

This exercise ties into the suggestions 20 and 21 and continues in the areas of clauses. Recognizing, complementing and combining of frequent clauses facilitates the connection of meanings and with it, the reading process.

1st–4th grade

10–15 minutes



Materials:
prepared worksheets
for the exercises,
see below.

Procedure:

The goal of an increasingly fluent identification and interpretation of particularly frequent clauses in the first language can be approached with various exercises. Examples:

- From a dwarf sentence to a giant sentence (see exercise a below) can be best accomplished with long paper strips.
- Completing sentences (see exercise b below).
- Combining clauses: the teacher distributes sheets of paper for this exercise. The pages are divided by a line down the middle. On the left side are the sentence beginnings, and on the right side, the second half of these sentences, but in a different order. The students must draw lines to correctly combine the beginnings and the ends of the sentences that belong together. (Example: In the summer, I swim → happily in the sea).

Remarks:

- Many of these exercises lend themselves well for working in pairs.
- Many of the worksheets for these kind of exercises can be prepared by the older students for the younger ones.
- It is certainly possible to conduct these exercises with older students as well, particularly if they still experience difficulties in dealing with clauses in their first language.

Exercise a)

Read the following sentences several times.

Peter sprinkles salt.

Peter sprinkles secretly salt.

Peter sprinkles secretly salt in the tea.

My brother Peter sprinkles secretly salt in the tea.

My naughty brother Peter sprinkles secretly salt in the tea.

My naughty brother Peter sprinkles secretly salt in our mother's hot tea.

Exercise b)

Look for the missing parts on the right; insert them into the text

It is Friday _____ hour. during the last
_____ sit in a circle. The children
The teacher tells _____ . a story

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Understanding what I read

Goal

Comprehension training in terms of a sentence and/or short text.

1st–5th grade

10–15 minutes



Materials:
prepared worksheets
as required for the exercises,
see below.

Procedure:

The text comprehension on the small-scale level of an individual sentence and/or a short text can be practiced with various exercises. Examples:

- Compare texts and pictures. Students receive two sheets; the first one contains eight sentences or short texts (# 1–8), the second one eight pictures (a–h). They now have to find the attributions (e. g. “Text 1 goes with picture d”).
- Re-arrange texts (see exercise a).
- Find errors in the texts (see exercise b).
- Recognize correct and incorrect sentences. A worksheet with 20 prepared statements will be distributed (Example: “dogs can fly”. “Several languages are spoken in Turkey”). Each statement is then checked whether it is correct or false.

Remarks:

- Many exercises lend themselves well for working with a partner.
- Many of the worksheets for this type of exercise can be prepared by the older students for the younger ones.
- If needed, these kinds of exercises can of course also be conducted with older students if they still experience difficulties with reading comprehension in their first language.