

Remarks:

- Exercises of this kind should, of course, be conducted repeatedly and with different reading materials, ideally with current texts from regular classroom instruction.
- Exercises # 25–27 are closely related and should be presented to and practiced with the students in this context.
- The above referenced steps can be summarized with the steps in #25 and 27 in a worksheet under the heading “reading strategies”.
- Strategies and suggestions for comprehension of key statements can also be found in volume 5 “Teaching of learning strategies and techniques in HLT” (book 5 of the series “Didactic suggestions for HLT”); see #9 “Marking the most important things in the texts”.

27 Strategies after reading

Goal

First, the students should learn how to summarize a text after reading it. There are various useful approaches, depending on the text type. Secondly, they should learn and practice how to independently form an opinion and to explain and justify it.

3rd–9th grade

30 minutes



Materials:

Current texts from classroom instruction, short stories, non-fiction, books and magazines. Materials must be prepared for 2–3 different age and proficiency levels.

Procedure:

- The teacher explains and demonstrates how to summarize content in various ways. This will be practiced with different texts (texts of 2–3 different levels, and 2–3 different kinds, e. g. non-fiction, history, etc.). The class as a whole then practices formulating opinions about texts and defending them on their own.
- The following steps apply for the exercise below, which the students receive in writing or copy from the board, once the procedure is understood by all:
 - **Summarizing content:** different forms are useful, depending on the text, e. g. chart, chronological lists/time line, role play, re-narration, graphic depictions, etc.
 - **Judging a text:** after reading, questions, such as follows, should be answered and discussed: How did you like the text? What did you find interesting, what was new for you? What is your opinion about the meaning? To whom can you recommend the text?
- When all students understand the approach, they receive various texts (appropriate for their age and proficiency level). They practice summarizing and formulating opinions independently according to the above referenced points, either independently or in pairs.

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- Exercises of this kind should, of course, be conducted repeatedly and with different reading materials. Ideally, training would occur with current texts from regular classroom instruction.
- Exercises # 25–27 are closely related and should be presented to and practiced with the students in this context.
- The above referenced steps can be summarized with the steps in #25 and 26 on a worksheet under the heading “reading strategies”.
- Strategies and suggestions for creating summaries can also be found in volume 5 “Teaching of learning strategies and techniques in HLT” (book 5 of the series “Didactic suggestions for HLT”); see #10 “Creating good summaries”.