

Frauke Wietzke

A Reader's Diary

**Strukturierte Vorlagen zur
Erschließung englischer Texte**

7.–10. Klasse

Bergedorfer® Kopiervorlagen

E-BOOK



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Zu diesem Material

Lesen ermöglicht die Teilhabe an kultureller Praxis, auch gerade in einer Fremdsprache. Voraussetzung hierfür ist in jedem Fall ein erfolgreicher Lesekompetenzerwerb. Bekannte Komponenten eines solchen Erfolges sind in das Konzept der vorliegenden Mappe eingeflossen, vor allem, dass Texterschließung und -verständnis sehr individuelle Prozesse sind, die in hohem Maße von der Lesemotivation abhängig sind. Diese wiederum ist bedingt durch den Lebensweltbezug des Textinhalts.

Das Aufgabenangebot zur Erschließung englischer Texte repräsentiert wesentliche Lesestrategien und unterteilt den Leseprozess in drei Phasen: vor dem Lesen, während des Lesens, nach dem Lesen. Zur motivationsförderlichen Individualisierung bietet es neben der womöglich individuellen Auswahl des Textes auch die Möglichkeit der Aufgabenauswahl und ggf. auch der -erweiterung.

Die Aufgabenstellungen selbst sind dem Lesestrategienerwerb auf reduktiver (Informationsverdichtung), elaborativer (Vorwissensbezug) und metakognitiver (Leseprozessbegleitung) Ebene zuzuordnen. Die wiederholte Nutzung des Aufgabenangebots zur Erschließung ganz unterschiedlicher Texte fördert die Internalisierung wesentlicher Lesestrategien und damit einen erfolgreichen Lesekompetenzerwerb.

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Reader's Diary

of

Name: _____

Author/Authorress: _____

Title/Text: _____

Class: _____

School: _____

Dear Pupil,

This is your **personal Reader's Diary**. It helps you to understand and interpret your text independently.

Is it a short or a long text, a picture book, a poem or something totally different? Did you choose the text yourself or was it chosen by your teacher? In any case you are going to read and interpret it – guided by many tasks from the Reader's Diary.

How does that happen?

- A short film about the characters and the plot develops in your mind.
- You develop many different ideas.
- You get your own ideas, i.e. dramatise some passages, a visual presentation,
-

When you have completed your diary, share it with others and talk about your text interpretation.

Have fun reading and understanding!

Yours





How can you use your diary?

The diary guides you through three stages of reading and understanding your text.

For better orientation a brief outlook informs you about the purpose of the tasks.

- **Before reading**
- **During reading**
- **After reading**

Which tasks are waiting for you?

For example, you can ...

- use your prior knowledge
- ask questions
- note down your expectations
- develop fantasies and ideas about the plot and the characters and write them down
- tell your guesses on plot and characters
- reflect on your text
- empathize with the text
- form your own opinion
- develop your own relationship to the text
- change the text by adding something new
- inspire others for your text
- collect information about your text
- ...



watch out for **tips** at the bottom of the page

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How to work with your diary

Not all the tasks in the Reader's Diary have to be completed. Sometimes – according to the text – it's not even possible. They can be marked as obligatory or optional tasks. You decide alone or together with your teacher.



To keep an overview tick the completed tasks.

In addition you can

- work alone
- with a partner
- share your results with others
- make up additional tasks
- add something, i.e.:
 - more pages you have written yourself
 - photos
 - drawings
 - results of internet research
 - ...



This symbol is a request to write.

What else to consider?

There are differences.

	Short texts ⇒ read several times	Long texts ⇒ read once
1.	Scan the text for general understanding: What is the text about?	Read the text paragraph for paragraph and summarise: What is the paragraph about?
2.	Read the text for detailed understanding: Take notes and highlight, if necessary segment the text. What is important? What did I not understand?	Revise continuously : • Plot: What happened? • Place: Where did it happen? • Characters: Who is involved? • Function/role: What is the purpose of this paragraph?
3.	Read the text paragraph for paragraph to find answers to specific questions: What is the function/role of the text? Did I understand the text?	Reread each paragraph to find the answers to certain questions: What are the functions of the characters, symbols and information?
4.	Reread the whole text, perhaps reciting it to yourself or to an audience with intonation.	Did I understand the text? What is the central statement?



List of Tasks

Before Reading		optional tasks	obligatory - tasks	completed ☒
01	The text	☐	☐	☐
02	My first thoughts	☐	☐	☐
03	My questions	☐	☐	☐
04	The topic	☐	☐	☐
05	The author/authoress	☐	☐	☐
During Reading		☒	☒	☒
06	Reading			
07.1	Thoughts after the first reading: about the text	☐	☐	☐
07.2	Thoughts after the first reading: feelings	☐	☐	☐
08	Overview	☐	☐	☐
08.1	The plot	☐	☐	☐
08.2	The characters	☐	☐	☐
08.3	The main character: traits	☐	☐	☐
08.4	The main character – a letter	☐	☐	☐
08.5	The main character - an antagonist	☐	☐	☐
08.6	The plot: time and setting	☐	☐	☐
09	Understanding	☐	☐	☐
10	Summary	☐	☐	☐
10.1	What is the text about?	☐	☐	☐
10.2	My favourite chapter	☐	☐	☐
11	Images	☐	☐	☐
12	Relationships	☐	☐	☐
13	Change of role	☐	☐	☐
14	Dialogue and scene	☐	☐	☐
15	Assessment	☐	☐	☐
16	Text passages which moved me	☐	☐	☐
17	A memorable phrase	☐	☐	☐
After Reading		☒	☒	☒
18	Making changes	☐	☐	☐
19	Tuning in	☐	☐	☐
20	Continuation	☐	☐	☐
21	Recommendation	☐	☐	☐
22	Reading to someone	☐	☐	☐
23	Research on the text	☐	☐	☐
23.1	Research: text origin	☐	☐	☐
23.2	Research: author/authoress	☐	☐	☐
24	Consequences	☐	☐	☐
25	Result of reading	☐	☐	☐
26	Own tasks	☐	☐	☐
27	Last but not least	☐	☐	☐



Before Reading

Tasks 1–5 help you to ...

- note down information on the text
- note down your spontaneous thoughts
- ask questions on the text
- activate your pre-knowledge on the topic



During Reading

Tasks 6–17 help you to ...

- get a first overview
- develop tasks 2–5 according to understanding
- get an overview on the sequence of the plot
- find the characters and put them in relation to each other
- look into the main character
- look at time and setting
- understand the text better
- develop a conception
- assess the text
- learn from the text



After Reading

Tasks 18–26 help you to ...

- try yourself as an author
- promote the text
- read it to others
- do research
- think about the consequences of the text
- reflect the reading result
- develop your own tasks



1. The Text

Which text are you working on?

Title: _____

Author/Authorress: _____

Publisher: _____

Place of publication: _____

Year of publication: _____

Further information on the text which help you to find it again:



2. My first Thoughts



Thoughts on the title and cover: What the text could be about?
Fill the thought bubbles.

The page contains five empty thought bubbles for writing. A large, light gray watermark reading 'VORSCHAU' is diagonally across the center of the page.

3. My Questions

Look at ...

- the headline
- blurb/flap text
- the cover page
- the pictures
- distribution/sub-headings
- writing/print
- ...



What are your questions on the text?

Write down at least **three** questions.



Lined area for writing questions, featuring a large diagonal watermark reading 'VORSCHAU'.