

I.A.3.5

Schüleraktivierende Schulung sprachlicher Fertigkeiten – Reading

First steps to read fiction and to talk about stories – Anwenden von Lesestrategien zur Erleichterung des freien Lesens (Klassen 5–9)

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Diese Einheit motiviert zum Lesen und zum Austausch über fiktionale Geschichten. Mit einfachen Lesestrategien vor, während und nach der Lektüre entnehmen die Lernenden Inhalte, spekulieren über den Fortgang und kommentieren ihr Leseerlebnis. Ideal für das freie, stille Lesen bei einer *Class library*. Digitale *LearningApps*-Übungen zum Aufbau von Wortschatz über Geschichten inklusive! Mit zwei exemplarischen Originaltextauszügen.

KOMPETENZPROFIL

Klassenstufe: 5–6, 7–9 (G 9)

Dauer: 1–10 Unterrichtsstunden

Inhalt: Schulalltag, Menschen und Handlung beschreiben; Leben in der Stadt, Auszüge aus „*I didn't do my homework*“ und „*Max Einstein – The Genius Experiment*“

Kompetenzen: 1. Leseverstehen: literarischen Texten wesentliche Informationen und wichtige Details entnehmen, 2. Verfügen über sprachliche Mittel: Personen und Tätigkeiten beschreiben, 3. Wortschatz: Vokabular zu einfachen Formen der Textbesprechung anwenden

Material: Texte



Auf einen Blick

1./2. Stunde

Thema: Reading strategies and reading preferences

M 1 **How to read a book cleverly – Tips and tricks** / Durchführen einer Zuordnungsübung zu Lesestrategien 

M 2 **What stories do you like? – Talking about favourite stories** / Aussagen zu Lesevorlieben machen


M 3 ***I didn't do my homework because ... – The book's title*** / Vermutungen über das Buch „*I didn't do my homework*“ notieren und nach dem Lesen auswerten

M 4 **Let's learn new words! – Understanding new words** / exemplarisches Anwenden von Strategien der Wortschließung

Benötigt: Smartboard/Dokumentenkamera
 optional: Internetzugang für die *LearningApps* und mobile Endgeräte

3./4. Stunde

Thema: Talking about the main character and the essence of the story

M 5 **What can the main character tell you? – Imagine being the main character** / Aussagen aus der Sicht der Hauptfigur auswählen und einen Steckbrief ergänzen 


M 6 **How to talk about a story – The character's journey** / Zusammenfassen eines Buchinhalts mit Auswahl von Aussagen und den 5 W-Fragen 

M 7 **Labels for your book poster – Talking about the story** / Bewerten des Buches mit kurzen Statements und Festhalten wesentlicher Leseindrücke 

Benötigt: Smartboard/Dokumentenkamera
 optional: Internetzugang für die *LearningApps* und mobile Endgeräte

5./6. Stunde

Thema: Keeping an overview and sharing reading experiences creatively

M 8 **Character traits and story moments – Vocabulary exercise** / Finden von Gegensatzpaaren zu Charakterzügen und Lösen eines Wortsuchrätsels zu Begriffen über Handlungsmomente 

M 9 **My book log** / Dokumentieren von Leseerfahrungen in einer Übersicht und Erstellen eines Leseprodukts

Benötigt: Smartboard/Dokumentenkamera
 optional: Internetzugang für die *LearningApps* und mobile Endgeräte

7./8. Stunde

Thema: Pre-reading and reading the first chapter of *Max Einstein*

M 10 **Max Einstein – Getting to know the story** / Vermutungen äußern anhand von Cover und Klappentext

M 11 **Meet Max Einstein – Reading the story** / Leseverständnis und Lesereaktionen (1. Kapitel)

Benötigt: Smartboard/Dokumentenkamera

9./10. Stunde

Thema: Reading the second chapter of *Max Einstein*

M 12 **Max Einstein in her world – The story continues** / Leseverständnis und Reaktionen (2. Kapitel)

Benötigt: Smartboard/Dokumentenkamera

Minimalplan

Um eine **individuelle Leseerfahrung** mit minimalem Aufwand zu begleiten, bieten sich in **Klassen 5 und 6** die Materialien **M 1–M 3** und **M 5–M 6** an.
Für **Klassen 7 bis 9** sollten mindestens **M 5** und **M 6** verwendet werden.

I didn't do my homework because ... – the book's title

M 3

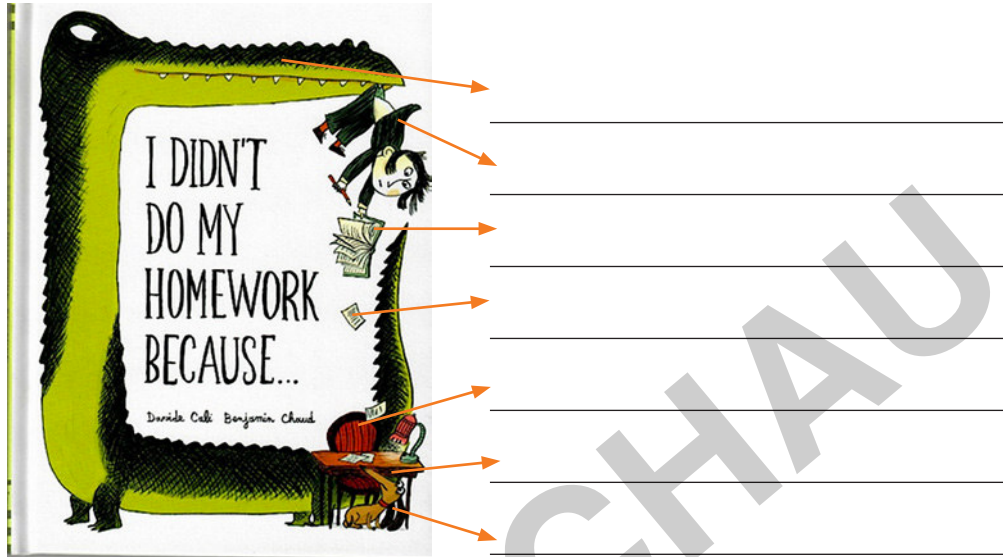


Find out what kind of story this book by Davide Cali is about.

Tasks

1. *Before reading:* Look at the book cover and the title.
2. Label the things on the cover.

Book cover of *I didn't do my homework because ...*



© Davide Cali/Benjamin Chaud: *I didn't do my homework because ...* Chronicle Books San Francisco 2014

3. Speculate what the story is about.

4. *While reading:* Read the first pages of the book. Is your idea of the story correct? Explain.

5. *After reading:* Do you want to continue reading the story? Why (not)?

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M 6



How to talk about a story – the character's journey

Every story tells us about a character who has a problem or a wish. To become really happy, the character has to do something – and this is the character's journey, the heart of the story.

Tasks

1. What's the overall idea of the story? Tick the true statements or add your own ones.

You can practice words to talk about the main character online as a *LearningApp*. Follow the link or scan the QR code:

<https://learningapps.org/watch?v=ptt3f91zk22>



In this story, the main character

- | | |
|-------------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> is ordinary like you and me | <input type="checkbox"/> fights against a monster or an alien |
| <input type="checkbox"/> is extraordinary in a normal world | <input type="checkbox"/> is like a fish out of water |
| <input type="checkbox"/> is in danger | <input type="checkbox"/> a superhero with super talents |
| <input type="checkbox"/> has a huge problem | <input type="checkbox"/> survives a catastrophe |
| <input type="checkbox"/> finds a treasure | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> travels in time | _____ |
| <input type="checkbox"/> falls in love | _____ |

So, the main character wants ... but it is not easy because ...

- | | |
|-------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> to find someone | <input type="checkbox"/> he has to leave home |
| <input type="checkbox"/> to help someone | <input type="checkbox"/> she has to fight |
| <input type="checkbox"/> to get something | <input type="checkbox"/> he has to learn a lot |
| <input type="checkbox"/> to return home | <input type="checkbox"/> she has to pay a price |
| <input type="checkbox"/> other: _____ | <input type="checkbox"/> he has to find help |
| _____ | <input type="checkbox"/> other: _____ |
| _____ | _____ |

2. Check-up: Answer the famous five W-questions. They are the heart of the story.

Who is in the story? _____

What happens? _____

Where does it happen? _____

When does it happen? _____

Why does it happen? _____

Max Einstein – getting to know the story

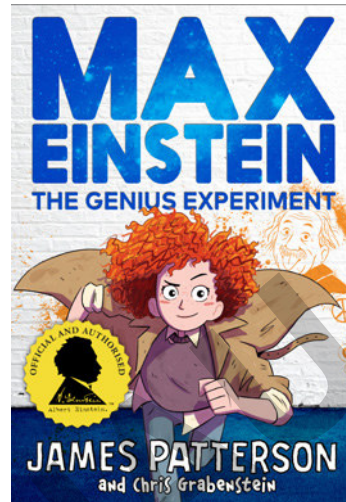
M 10



By examining a book closely before reading, you already find a lot of information. So, let's do some pre-reading for the novel *Max Einstein* by the American author James Patterson.

Tasks

1. Look at the front cover of the book. Explain what kind of story you expect.



© James Patterson: *Max Einstein. The genius experiment*. Young Arrow/Penguin Books/Random House: London 2018

2. Read the blurb from the back of the book below. Check if your idea is right. Explain what else you can find out about the story.

The first and only children's adventure series officially approved by the Albert Einstein Archives

Max Einstein is a typical 12-year-old. She ...

- goes to school college every day
- plays games speech chess in the park
- builds Lego towers inventions that help the homeless
- and learns about talks to Albert Einstein

All normal stuff, right?

Until one day when Max is recruited by a mysterious organisation! Their mission: solve some of the world's toughest problems using science. She's helped by a diverse group of young geniuses from around the globe as they invent new ways to power the farthest reaches of the planet. But that's only if the sinister outfit known as The Corporation doesn't get to her first ...

Source: © James Patterson/Chris Grabenstein/Beverly Johnson: *Max Einstein – The genius experiment*. Young Arrow. Penguin Random House. London 2018, blurb.