**Reading non-fictional texts with informative content successfully**

1. **Read the headline**

**➢ What do you expect the text to tell you?  
➢ What do you already know about the subject?  
➢ Find questions you want the text to give answers to.**

1. **Read the text the first time** 
   * **➢  Did you get answers to your questions?**
   * **➢  What is the text about? Write down one sentence.**
   * **➢  If you read a text in a foreign language try to find out the meanings**

**of unknown words (guess or look up in a dictionary)**

1. **Read the text a second time.** 
   * **➢  Read one paragraph at a time. Underline the most important phrases.**
   * **➢  What is the central message of this paragraph? Write this next to the paragraph.**
   * **➢  Do this with all paragraphs.**
2. **Summarize your notes**

**➢ Design a poster using your notes . ➢ Write a summary.  
➢ Write cue cards.  
➢ Draw a mind map.**

**➢...**

**Teaching Unit (90 mins)**

***Material:***

* *Non-fictional text*
* *Filecards(10cmx15cmor15cmx21cm)*
* *Posters (flip-chart paper or similar)*
* *Colour pencils, felt tip pens, marker,...*

**Preliminary considerations:**

* *Decide about the subject.*
* *Find a short text (one page) with useful information.*
* *Consider: what are important phrases in the text in your point of view?/*

*What would the pupils decide to be important?*

* *If you have younger students or slow readers devide the text in shorter*

*parts.*

**Line of action:  
1. Showyourpupilstheheadlineofthetext.**

Work on **I.** with the whole class.  
**2. Givethechosentexttoyourpupils.**

Ask them to read the text silently or let good readers read the text loud to the class.  
If you have the text read to the class some pupils may not listen!

Work on **II.** with the whole class. Write down the central phrase on the board.

1. **Find the most important phrases.**

**Depending on your pupils let them read the text once more either all or some paragraphs.**

**Work on III. everyone for himself/herself or make groups to work on the paragraphs. Pupils should underline with a pencil.**

**Collect the results: Ask the pupils which phrases they considered important. Discuss in class. Take your text and underline the important phrases you’ve agreed on to be important. Pupils do the same with colour.**

1. **Record the results.  
   As a homework the pupils work on IV.. Either you or the pupils on**

**themselves decide on which kind of summary they want to do.**

**As the teacher review their works or let the class discuss on everyone’s work.**