Task of the week is divided into three parts:

**1. Choose one Sprogforum magazine article and write a summary of it**

I choose the article: *Hvordan husker man ord? Fokus på forskellige opgavetyper*, written by Birgit Henriksen. The article is giving us ways to remember words. The pupils have to store their words or their vocabulary in their long-term memory. She mentions five factors to strengthen the long-term memory and she is explaining all of them throughout the article.

**Frequency**. If you hear a word several times you will remember it better, then if you have only heard the word one time. Often you meet a lot of words again and again through reading. Repetition is in some of the task in a very natural way, so the pupils will repeat the words.

**The dept in the cognitive processing**. Here the article states that we have to get underneath the surface. We need to look deeper then the pronunciation and the spelling. The focus is here in the meaning of the word. You here use more of the brain. This can give the pupils some strategies to go with when they want to remember a word.

**The possibility to work with associations**. These are used in remembering the words through the meaning and witch words are associating with the word you want to remember. Association can also help to get to know other new words and store the in the long-term memory.

**Variation in the presentation**. Variation in school creates motivation. In order to get all the pupils to remember the words there must be some variation also because every pupil is different.

**Eye-catching words**. Eye-catching words are easier to remember.

**2. On the basis of at least one Sprogforum article, try to think and write about how you could teach / work with vocabulary learning, language acquisition or communicative competence in the Folkeskole? 3. On the basis of at least one Sprogforum article, reflect on and write about how you could transform and if needed redidactisize the content of your chosen Sprogforum magazine article for the Folkeskole.**

This is based on *Hvordan husker man ord? Fokus på forskellige opgavetyper*, written by Birgit Henriksen.

When the pupils are reading a text, they can do role-reading. This gives them the opportunity to find the heard words and giving them a meaning, so the pupils remembers them.

In role-reading there are different roles, which can variate depending on what the goal of the reading is. For an example there is a reader, who is reading the section out loud. This is a good way to get to hear all the words and for the reader to maybe recognize some words. There is also on who is writing a headline for each section. This is to give the section a meaning in relative to the whole understanding of text. And lastly you can have a “dictionary”, who will find all the difficult words and write a definition to the word and share their findings with the rest of the group. In this way, they will work with new words in a way, that may help them remember them.

The roles shift after every section so that every pupil get to try all the roles.

You can then later on repeat the difficult words, for optimal remembering.