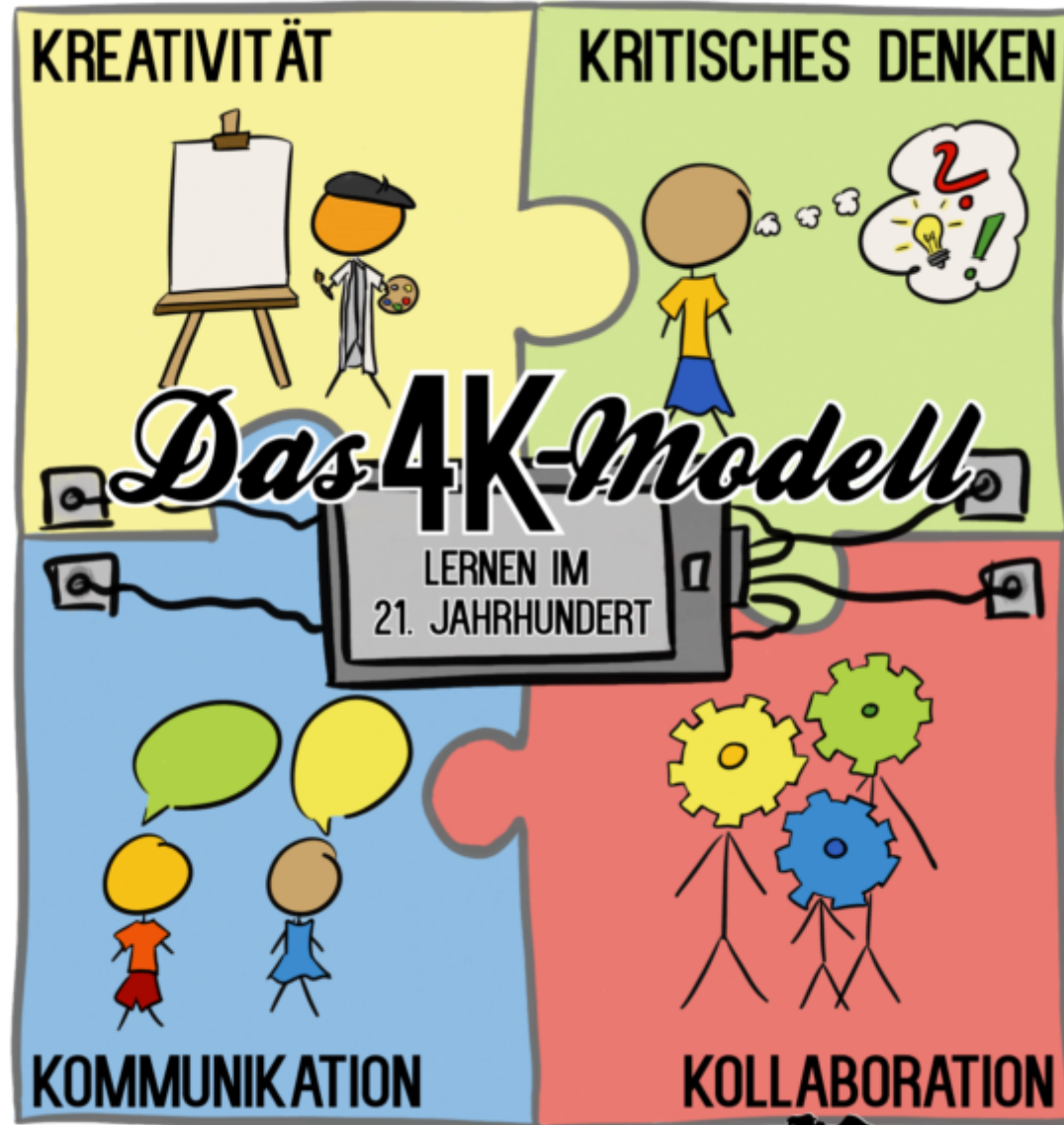


Fremdsprachunterricht zeitgemäß und digital

Georg Schlamp 2021

Mail: georg@schlamp.de
Twitter: [@georgschlamp1](https://twitter.com/georgschlamp1)



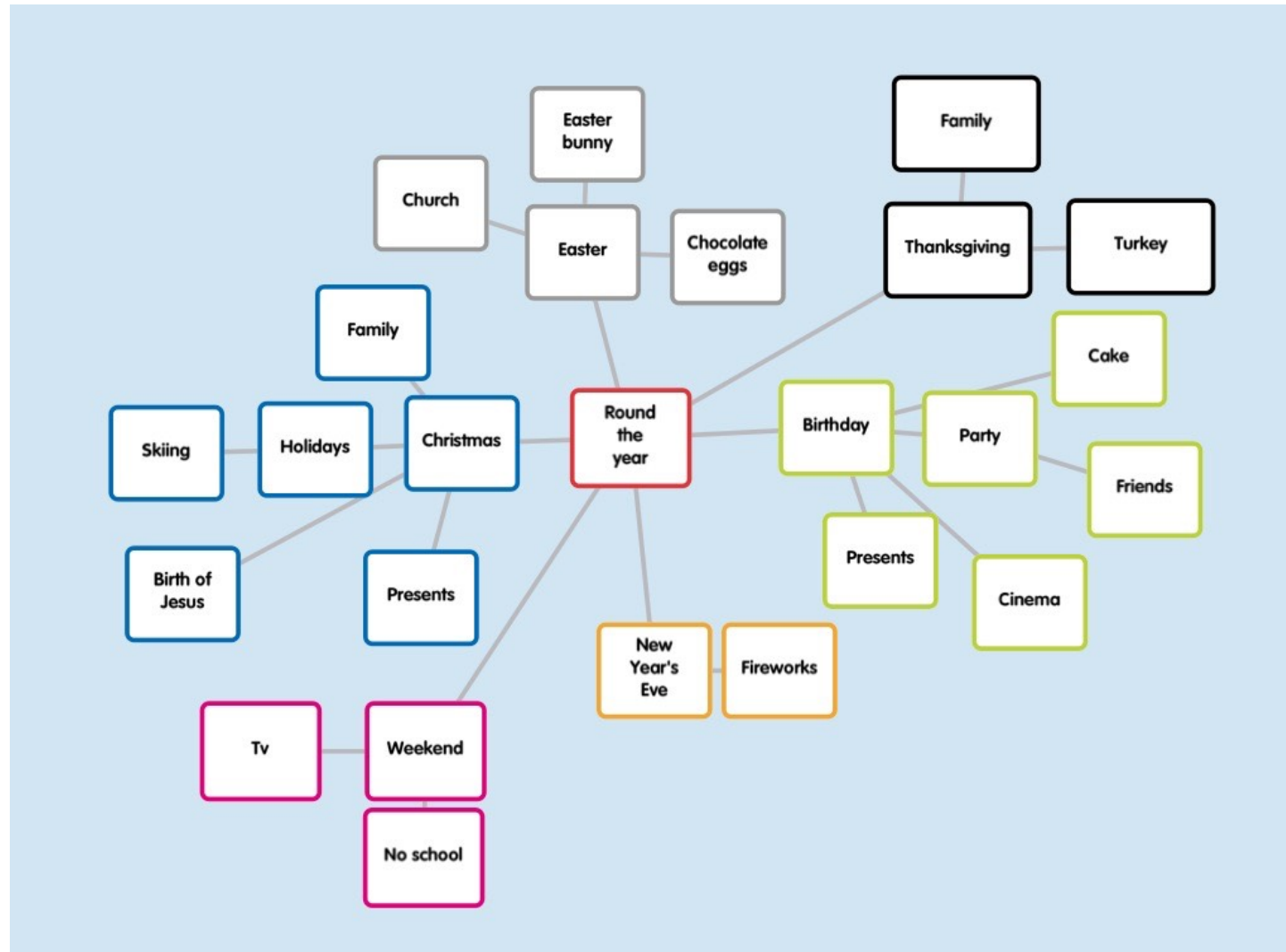
Grafik: Kristina Wahl || diefraumitdemdromedar.de  || CC-BY-SA

Wenn Sie einen Scheißprozess digitalisieren,
haben Sie einen scheiß digitalen Prozess.

Thorsten Dirks, CEO Telefonica Deutschland

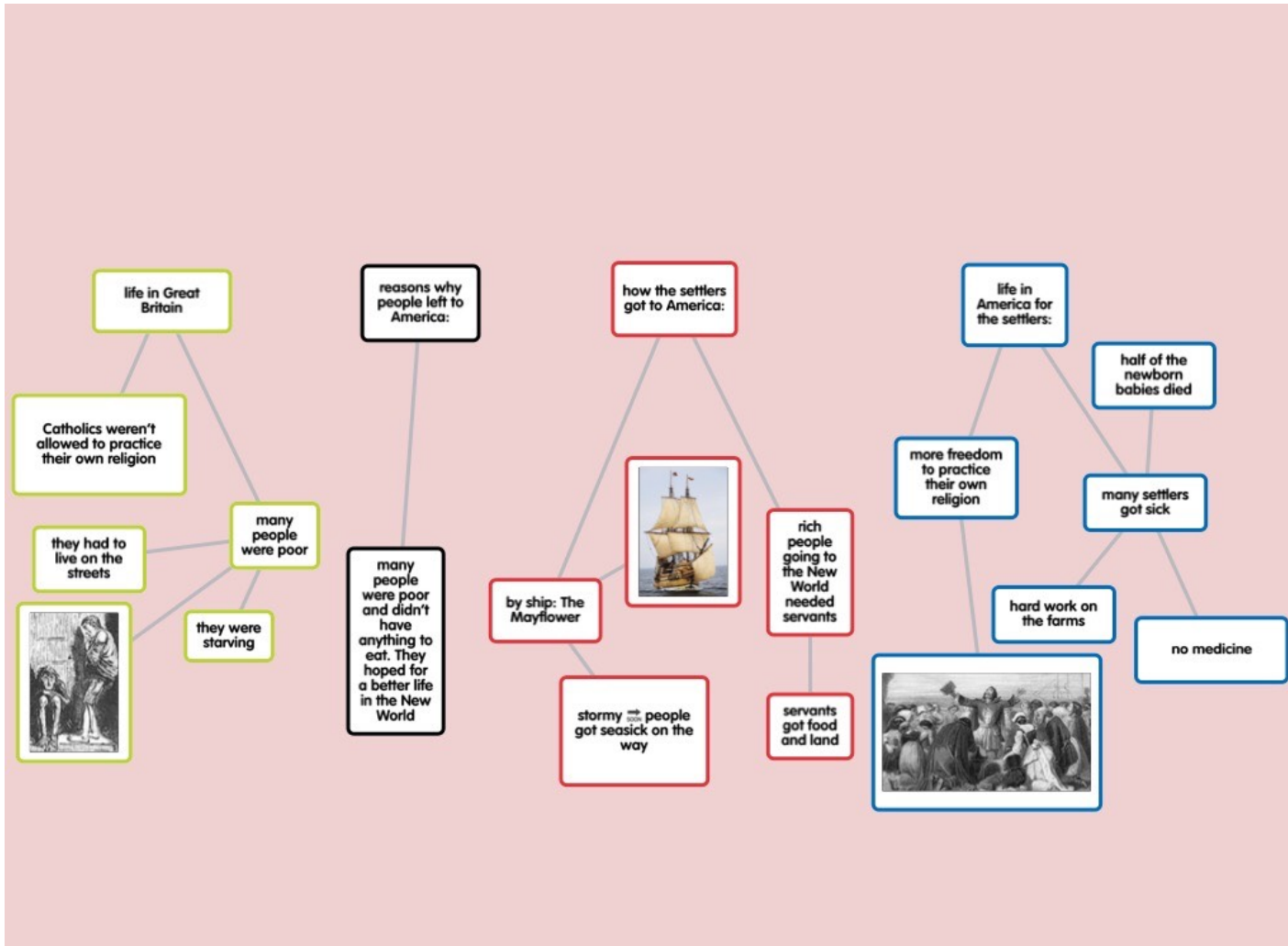
Mindmapping/ Strukturieren

PoppletLite



Mindmapping/ Strukturieren

PoppletLite



Focus on the New World

- 1) Work in pairs. Listen to the text as many times as you want. Use the vocabulary on p. 142 and 143 in your books. With the iPad, make a **Popplet** in which you show **why** people left Britain in the 17th century. **What** were their reasons and **how** could they get to America? **What** was life **like** for the early settlers? Was it **better** than in Britain? Give information in your Popplet, use arrows and images if you want to.



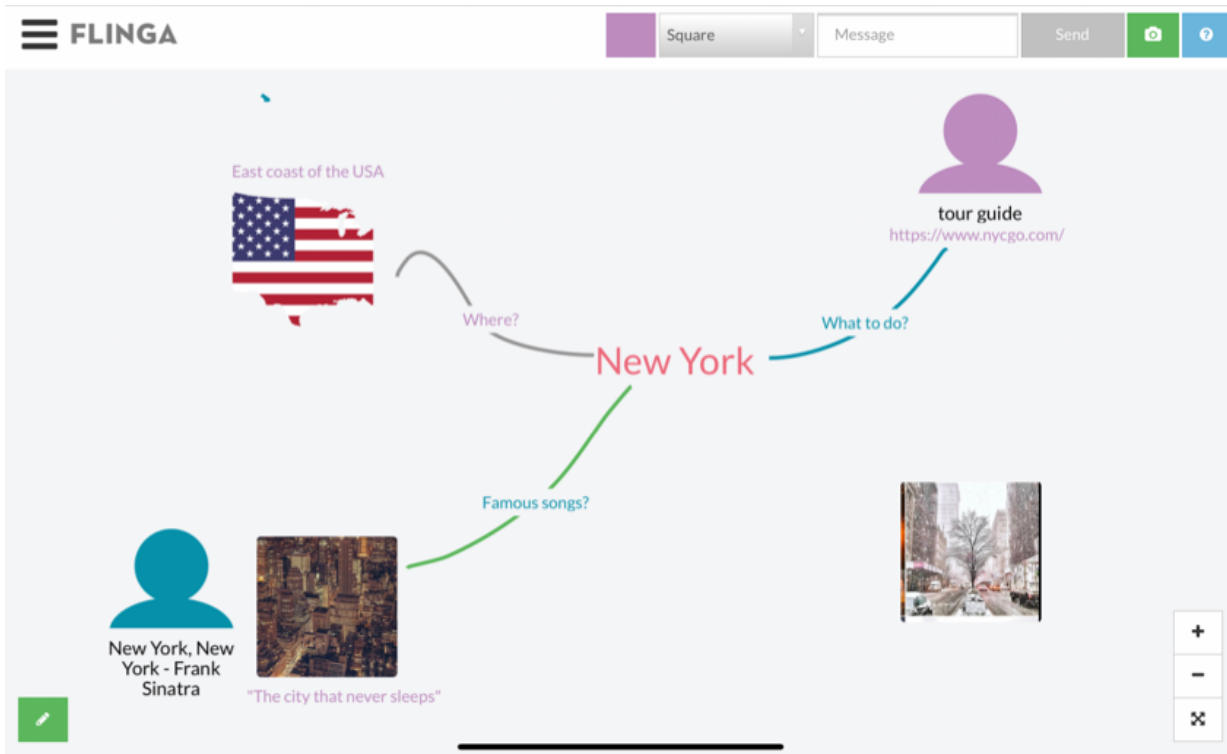
- 2) Go through the timeline and the map on p. 56/57 in your book. Then do the quiz!



- 3) Use the PUFFIN Broser on your iPad and go to <http://www.historyglobe.com/jamestown/>. Read the text and start the adventure!

Mindmapping/ Strukturieren

Online/Distanz



<https://flinga.fi/>

<https://app.conceptboard.com/>



<https://r8.whiteboardfox.com/>

<https://aggie.io>

<https://wbo.ophir.dev/>

<https://whiteboard.fi/>

<https://draw.chat> (Zeichnen mit Video)



Trickfilm

PuppetPals (Director's Pass)



Luke is my pet

Rabbit-proof fence



RolePlay/Audio

Camera

2. Lernjahr, Clubs at school:

Think about it for five minutes, take notes, discuss!

Join our club!

In this task, work in groups of four. Each group is a school club. At a 'club market', each group prepares a short talk (two to three minutes) about its club. Why is it special? Why is it the best club? You want as many classmates as possible to join your club! Each person in your group has a different job to make your presentation great.

Step 1

Which club?

a) First decide together which club your group wants to be. Here are some ideas, maybe you've got ideas of your own.



b) Now choose a time slot for your presentation on the club market's timetable. Your teacher will check that everyone chooses a different time.

1:15 1:20 1:25 1:30 1:35 1:40

Step 2

Think of ideas for your club

a) What's important to know about your club? What do you do when you meet? Collect information and facts that can interest new members. Answer these questions: **What | When | Where | Why | Who | ...**

b) Now talk about what makes your club special and what makes it better than the other clubs. Remember, you want new members!

What makes the Cheese Club special? Well, there's always free cheese at the cheese shop! Mmm ...

Step 3

Make your club sound great

a) Collect words and phrases which can make your club sound great. Write sentences with them.

b) Now think of a slogan for your club.

Example: Drama Club: "Once a week you need some drama in your life!"

Step 4

Pair A: Write your flyer

One pair in your group writes the flyer for your club. Give important information on it, and make it easy to read.

Pair B: Write your prompt cards

The other pair decides what needs to go on the prompt cards for the presentation. Write your prompt cards.

Step 5

Check each other's work

The pair that wrote the prompt cards now checks the flyer; the pair that wrote the flyer checks the prompt cards. Talk about changes in your group.

Step 6

You're on!

a) Decide together who in your group gives the talk, and then practise together. Give him/her tips!

b) Now give your short presentation. Don't forget the flyer!

Step 7

Which club do YOU want to join?

a) As a class, talk about the different presentations.

b) Decide for yourself which club you want to join.


c) Class activity: Put a flyer for each club on a different table. Then each student goes to the table of the club he/she wants to join. Which club has the most new members?

RolePlay/Audio

Camera

1. Lernjahr:

6 How do you make party pizza rolls? → After Station 1, p. 109/12


 Use the pictures and information to explain how to make the pizza rolls.
You can prepare them for your next party.

What you need:

- 8 breakfast rolls
- 1 can of tomatoes, chopped²
- 200 g of salami, chopped
- 200 g of mushrooms³, chopped
- 200 g of grated⁴ cheese
- salt⁵, pepper⁶, oregano⁷

Useful phrases

- to cut in half⁸ | baking tray⁹ | to mix¹⁰ |
- to bake¹¹ | oven¹² | degrees¹³



Einfache Audio Aufnahmen

10:47 Samstag 18. Mai 65%



00.00



Chirp.qr

Date	Time	File Name	Size	Duration	Action
27. June 2019	12:59:51	20190627-125951.m4a	2.87 MB	00:00:00	M4A ▶
	12:53:10	20190627-125310.m4a	0.35 MB	00:00:39	M4A ▶
22. December 2018	13:41:07	20181222-134107.m4a	0.15 MB	00:00:14	M4A ▶

VoiceRecord

QR Codes

Lois Lowry – *The Giver*

Schlamp, 2018

Further Reading

Throughout history authors have been dealing with dystopian societies. In the following you will find excerpts of four famous novels. Read them, do the tasks given and put them in relation to *The Giver*.

George Orwell, *1984*



Paul Theroux, *Granta 61*



Kurt Vonnegut, *Welcome to the Monkey House*



Aldous Huxley, *Brave New World*


























Gerunds and Infinitives



Vocabulary Reload for 8b, Gymnasium Neubiberg, Unit 1-5

Do the TEST!!!

Unit			
Unit 1	 https://ogy.de/5fe2	 https://ogy.de/2r7a	 https://ogy.de/cof5
Unit 2	 https://ogy.de/4042	 https://ogy.de/yt5l	 https://ogy.de/ubzq
	 https://ogy.de/xw9j		 https://ogy.de/d1uc
Unit 3	 https://ogy.de/ybpt	 https://ogy.de/zmsn	 https://ogy.de/651v
	 https://ogy.de/651v		 https://ogy.de/0gda
Unit 4	 https://ogy.de/s18d	 https://ogy.de/wbw4	 https://ogy.de/hk8x
	 https://ogy.de/v1vv	 https://ogy.de/tjcy	
Unit 5	 https://ogy.de/fd97	 https://ogy.de/p4c5	 https://ogy.de/ubht
		 https://ogy.de/7fo2	 https://ogy.de/rhuj

QR Codes

Malcolm X

Background Check

Work in groups. You work on a person or group. Read the text / watch the video, collect a few (!!) facts and tell the others about it.

Background Check

TEXT



 SCAN ME

1



 SCAN ME

2



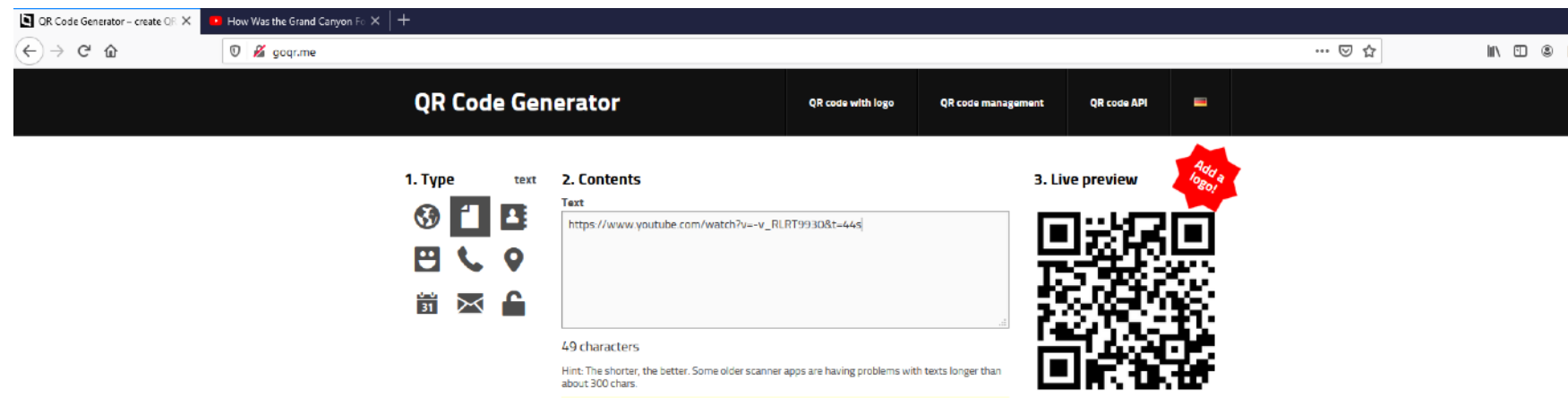
 SCAN ME

3

4

<https://www.qrcode-generator.de/>

QR Codes



<http://goqr.me/>

<https://www.qrcode-monkey.com/de>

<https://www.qrcode-generator.de/>



<https://t1p.de/>

<https://kurzelinks.de/>

Youtube ohne Werbung?

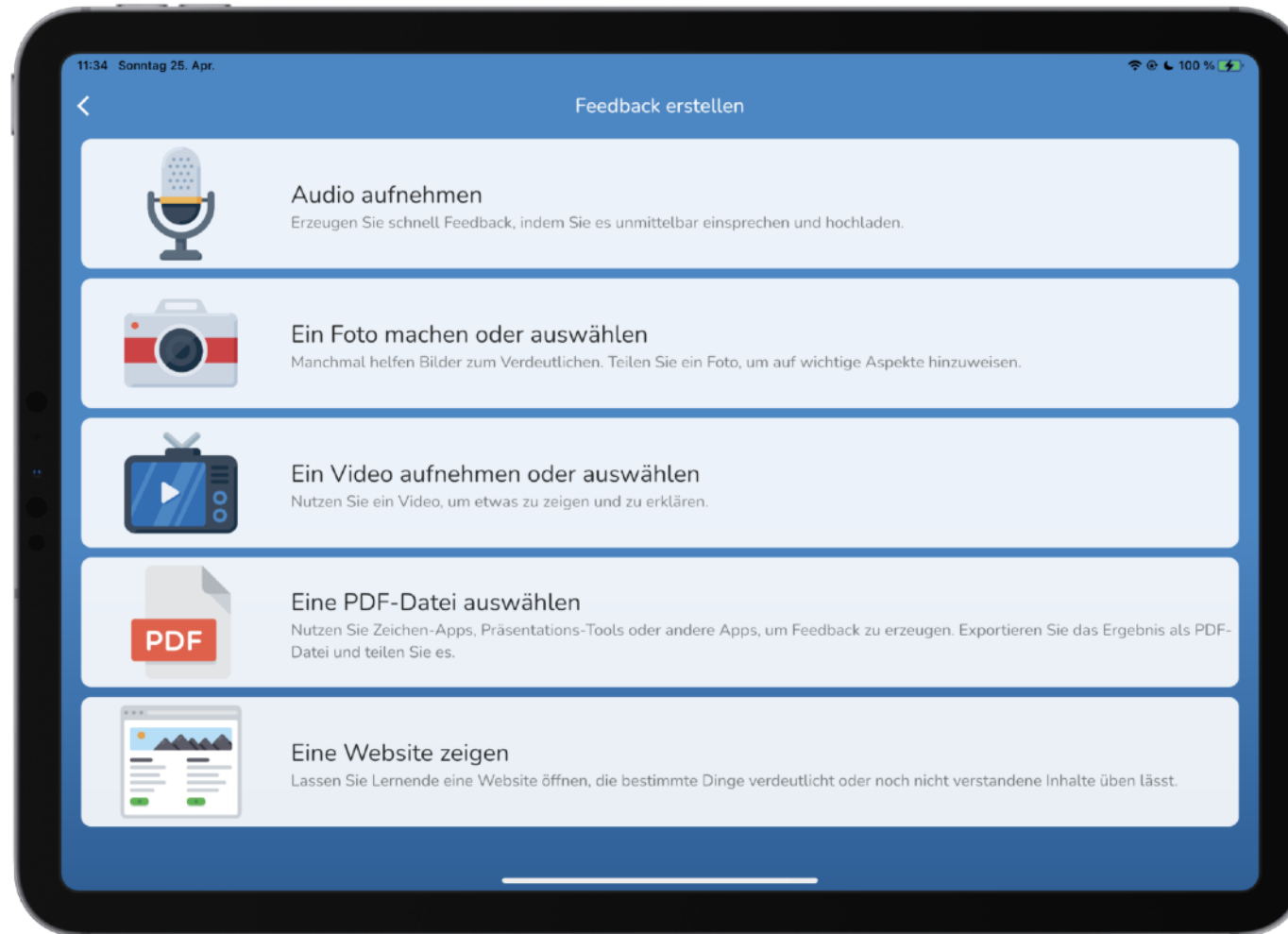
- Füge einfach einen Bindestrich „-“ hinter das „t“ in der url ein...

<https://yout-ube.com/watch.....>

<https://www.yout-ube.com/#safety>

- <https://video.link/>

hyFee von Christian Mayr



<https://hyfee.de>

hyFee von Christian Mayr



Handout: <https://t1p.de/hyFeeSCP>

Digitale Lernprodukte

Different notions of US society and Americanness – The melting pot (Group 1)

- 1. Read the text about the melting pot theory and explain what image it creates of American society and Americanness. Take notes on the main ideas of the text or that you are able to present it to others.
- 2. In your group, compare your results, then:
 - a) Comment on the picture below and connect it to a phrase which has "melting pot" in its meaning.
 - b) Discuss the picture below and comment it to a phrase which has "melting pot" in its meaning.

The Melting Pot

The term "melting pot" refers to the idea that immigrants from different nations and cultures would assimilate into the United States and become Americans. This idea was popularized in the early 1900s, when large numbers of immigrants, both Italian and Irish, were coming to the United States in search of better opportunities.

The "melting pot" metaphor was used to describe the process of assimilation. Immigrants from different nations and cultures were seen as "melting" together to form a new, unified American identity. This idea was often contrasted with the concept of "cultural pluralism," which argued that different cultures should be preserved and celebrated.

The "melting pot" theory was often used to justify the exclusion of certain groups, particularly African Americans. The idea was that only those who were willing to assimilate into the dominant white culture could become Americans. This theory was used to argue that African Americans were not "melting" into the American identity and therefore were not fully American.

Notes:

to melt	to be included
to be part of	to be merged
to be joined	to be combined
to be mixed	to be united
to be integrated	to be incorporated

Different notions of US society and Americanness – "Hyphenated Americans" (Group 3)

- 1. Read the text about "hyphenated Americans" and explain what image it creates of American society and Americanness. Take notes on the main ideas of the text or that you are able to present it to others.
- 2. In your group, compare your results, then:
 - a) Comment on the picture below and connect it to a phrase which has "hyphenated Americans" in its meaning.
 - b) Discuss the picture below and comment it to a phrase which has "hyphenated Americans" in its meaning.

Hyphenated Americans

The term "hyphenated American" refers to someone who identifies themselves with two cultures or nationalities. For example, an Italian-American or a Chinese-American. This term was often used to describe immigrants who had not fully assimilated into the dominant white culture but had also not fully retained their original culture.

The "hyphenated American" was often seen as a bridge between two cultures. They were not fully "melting" into the American identity but were also not fully "hyphenated" into their original identity. This term was often used to describe immigrants who were successful in both their original and American cultures.



Different notions of US society and Americanness – The salad bowl (Group 2)

- 1. Read the text about American culture and explain what image it creates of American society and Americanness. Take notes on the main ideas of the text or that you are able to present it to others.
- 2. In your group, compare your results, then:
 - a) Explain the differences in meaning between the terms multiculturalism, assimilation and integration.
 - b) Discuss the salad bowl in its context. Do they fit your idea of a multicultural society? Why/Why not?

Understanding American Culture

Americans often think of themselves not only as coming from particular ethnic heritage, but also as being part of a geographic region. Understanding their regional characteristics and forms an essential part of being American.

The American West is a geographic region, the "Salad Bowl" to be called in a new version. Instead of "melting pot," the term "salad bowl" was used to describe the process of assimilation. Immigrants from different nations and cultures were seen as "salad ingredients" that were added to the American identity.

The "salad bowl" metaphor was used to describe the process of assimilation. Immigrants from different nations and cultures were seen as "salad ingredients" that were added to the American identity. This idea was often contrasted with the concept of "cultural pluralism," which argued that different cultures should be preserved and celebrated.

Notes:

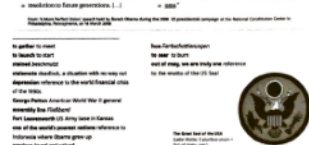
to be mixed	to be combined
to be integrated	to be incorporated
to be joined	to be united
to be merged	to be combined
to be included	to be incorporated

Different notions of US society and Americanness – E pluribus unum (Group 4)

- 1. Read Obama's speech and explain what image it creates of American society and Americanness. Take notes on the main ideas of the text or that you are able to present it to others.
- 2. In your group, compare your results, then:
 - a) Explain Obama's reference to the Great Seal of the United States (see below).
 - b) Explain what Obama means by "in our other words we stand to try very very possible" (l. 44-45).

Barack Obama: Out of many, we are truly one.

"We the people," in order to form a more perfect Union, have decided to join ourselves together as a whole people, acknowledged by wisdom, compassion and humanity to form a more perfect Union, and to stand on that blessed soil, which has always been the great meeting ground for the diverse peoples of a land committed to the rights of justice for all—and so, in that year of 1787, they gathered, once again, with us to inaugurate the new administration of our country."



ComicBook!, Comic Life
<https://www.storyboardthat.com/de>



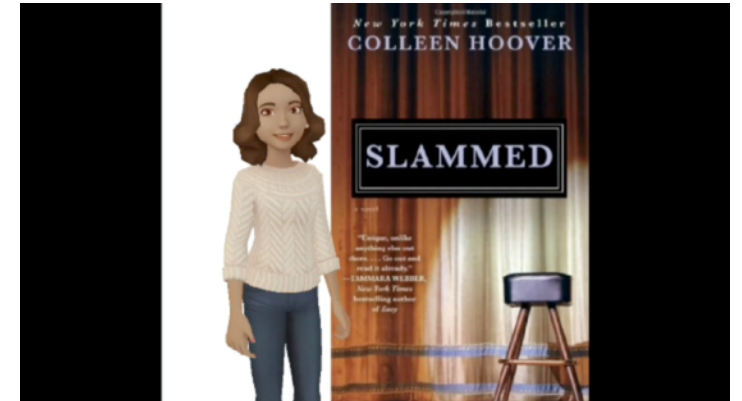
Moshin Hamid, The reluctant Fundamentalist
Handreichung von Isabelle Richter, Klett 2016

Pic Collage

Literature

5. Lernjahr

- Work with the novel!
- Work with the language!
- Produce a digital product.
- Make sure it is shareable!



Literature

5. Lernjahr



GreenScreen:

TC Studio

GreenScreen by DoInk

KineMaster

Chromavid

Trailer:

iMovie



Other iPad Stuff



Retouch



FaceApp



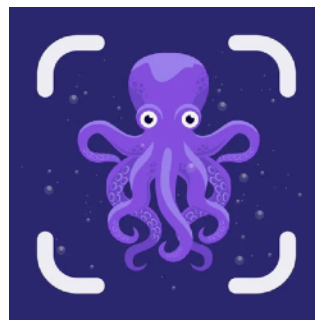
Chatterpix



WDR AR



PhotoSpeak



Scan Thing



MauAR



Literature

Distanz



Nbb FM Twitter A | ZUMPad

https://zumpad.zum.de

110%

B I U [List Icons] [Undo] [Redo] [Link] [Stil] [Color]

1 **This is you personal (safe) Twitter.**

2 **Every day read one chapter of Fuzzy Mud again and post your thoughts in one tweet. You can use up to 288 characters (letters, numbers, blanks...) per tweet.**

3 **Start with the date and your name as you can see in the example! Always use the same color!**

4

5 Tuesday, November 2:

6 *Tamaya: There is a new boy at Woodridge High. Says he has been bitten by a wolf. Don't like him...*

7

8 Tuesday, November 2:

9 Chad: I'm at a new school named Woodridge Academy. It's a private school. My parents thought it would be a good idea to go there 😊

RolePlay/Audio

Online/Distanz

Live from Heath Cliff – a radio interview

After the three children have disappeared into the woods, lots of media people arrive in Heath Cliff to interview people at the scene.

Your group tries to get as much information as possible about

Tamaya

One of you is the **interviewer** who interviews people who are close to her.

Find out what the following people would probably say about Tamaya:

- ▶ her **mother**
- ▶ her best friend **Monica**
- ▶ her **father** (who has come over from Philadelphia)
- ▶ the headmistress **Mrs. Thaxton**

You can also include other people who are close to Tamaya.

Ask about:

- ▶ how the person knows Tamaya and what he /she knows about her
- ▶ her character and usual behavior
- ▶ what happened on the day she disappeared

Practise your interview and then act it out in front of the class. You can also record it, if you want to.

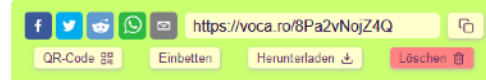
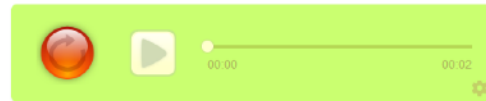


Vocaroo

Vocaroo - Der führende Sprachaufzeichnungsdienst.

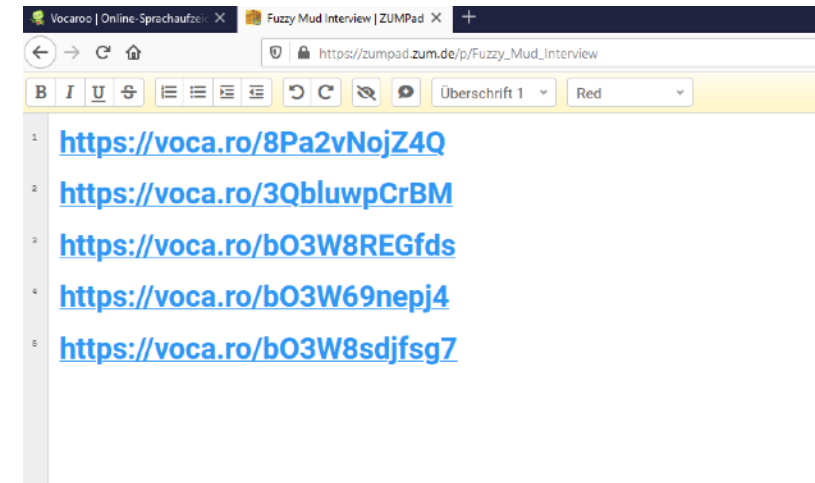


Hochladen ↓



<https://vocaroo.com/>

<https://zumpad.zum.de/>



L. Sachar, *Fuzzy Mud*;
Teacher's Guide von Daniela Anton; Klett 2020

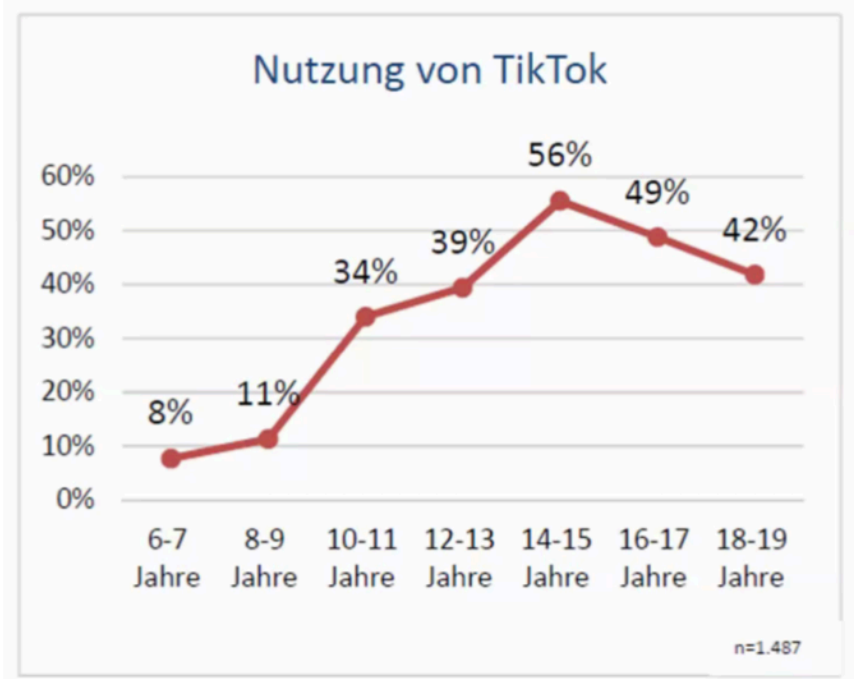
Schnelle Websites erstellen

Klasse 7, „BlogPost“

FoBi 2021

B I S P H2 " = <> ☰ ☷ 📎 📺

Guten Morgen



<https://quicknote.io/>

Traveling with Clara

Clara • February 12, 2021
Actually, I prefer the sea, but this time I try something new. My last holiday destination was Wales. I have visited different regions. My first destination was Cardiff.

This was my hotel in Cardiff.



The Angel Hotel

After the long journey I was really hungry. First of all, I had breakfast. Usually I eat a toast with Nutella. So it was a new experience for me.



The typical English Breakfast

When I arrived in Cardiff, the weather was great. That's why I walked directly to the

<https://telegra.ph/>

Poetry

The _____

By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.

<https://ogy.de/6h81>

Poetry


21:39 Montag 12. Okt.

T

Robert Frost

In pairs, read your verse and "translate" it into simple English.
Write your "translation" into a **green subtitle** onto the FlingaBoard.

<https://t1p.de/b478>



Verse 1, verse 2, verse 3, verse 4.

Flinga - Frost, Road

https://flinga.fi/s/F69K3IWM

FLINGA

Subtitle Message Send

Robert Frost

The Road in the forest splits
up in two and I could not
decide which one to choose. I
tried to look into the future
until I could not see anymore

I chose the path which was
grassy and was unused.
Eventhough both paths had
the same amount of traffic .

The paths looked the same
without a step taken on them.
I first took the second path,
knowing that they are
connected at the same
beginning.

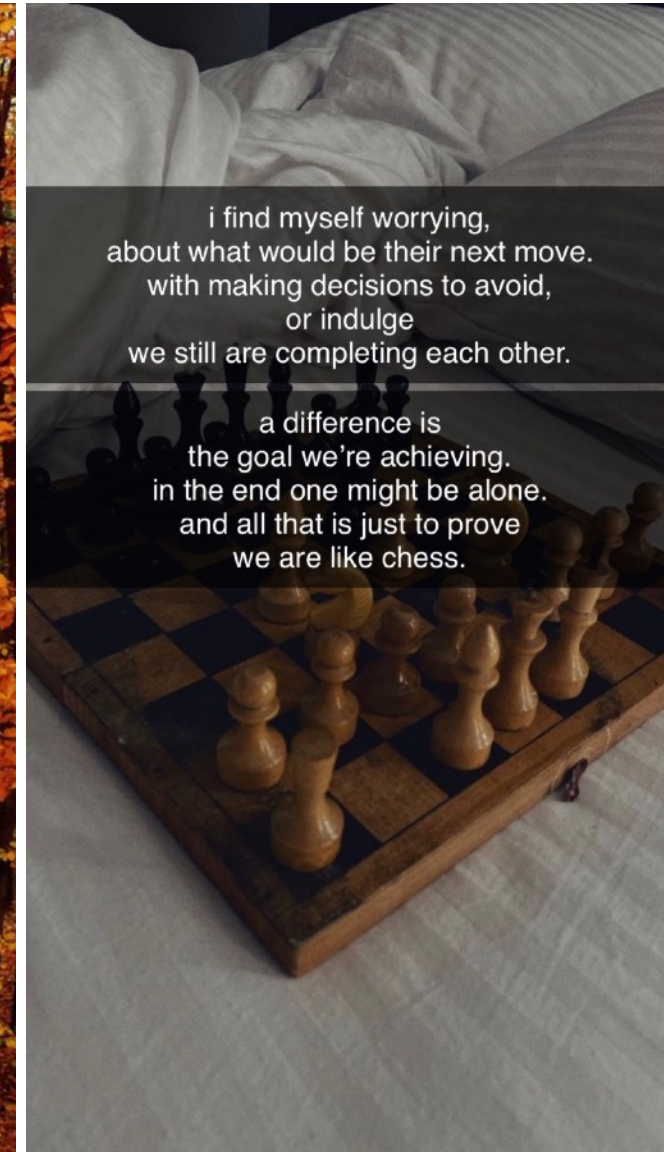
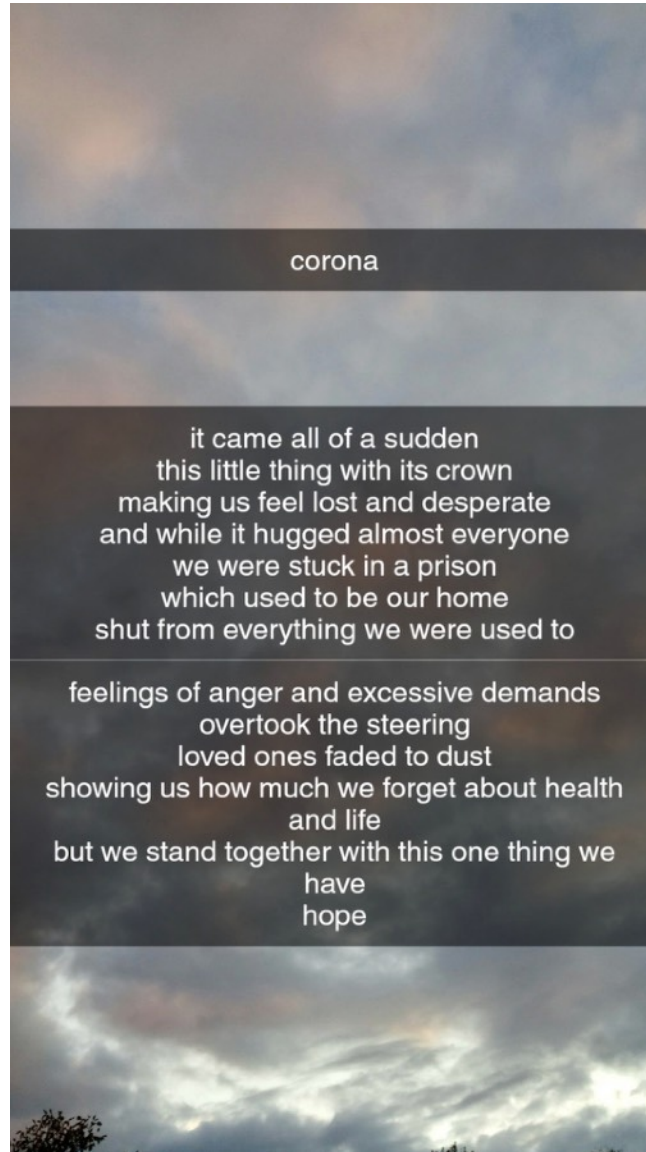
I look back from the future, I
chose the one that hadn't been
travelled that much and that
made a huge difference.

<https://flinga.fi>

Digitale Kommunikation

Gedicht auf Snapchat

hier zB: Unterricht zu Poetry, Stunde zu Imagery, Metaphern, SuS schreiben Elfchen, Akrostichon, sammeln Metaphern;
„Now use your metaphors to describe your thoughts and feelings in a poem. Increase the power of your words by using a suitable picture in a fake Snapchat post on <https://zeoob.com/>“



Digitale Zeitzeugen

hier zB: Unterricht zu Civil Rights Movement, Stunde zu Montgomery Bus Boycott;

"You are a passenger on the bus in which Rosa Parks refused to leave her seat. Describe your thoughts in a fake Instagram post. Use <https://zeoob.com/>"



James the man · Follow
Montgomery



Liked by Joshua D. and 1570 others

James the man

OMG I am so shocked!

You won't believe what just happened: in this seat in the front right there was a black woman. Suddenly a police officer came and told her to get up, because she wasn't sitting in the coloured section.

She refused to get up, so the officer arrested her.

I can't believe he really did this.

What would you do in her position?

#boycottthepolice #racism #equalrights ... more

View all 16 comments

Abe Right on, strong woman

Add a comment...

5 December 1955



Joshua D. · Follow
Montgomery



Liked by Dave and 620 others

Joshua D.

Oh my goodness!!

Some lady was just arrested on the bus!

What's going on??

#boycottthepolice #racism #equalrights ... more

View all 16 comments

Jonathan We want our rights!!

Add a comment...

5 December 1955



Kreative Textarbeit

The Ransom – The story and beyond

You will work in pairs

You have 60 minutes

Group 1:

- Write a newspaper article about Wednesday, Thursday or Friday, you will be given the day.
- Write about the events from the point of view of a journalist.
- Make it big, make it sensational, make it interesting, make it flashy.
- Take a picture and put it into the article.
- Use www.paulnewsman.com and publish it.

Paulnewsman.com
nbbspark@web.de

Group 2:

- Write a dialogue between Nelson and the kidnappers.
- Use information from the text.
- Use your imagination to expand the dialogue.
- Use the App *TextingStory* on the iPads.

Kreative Textarbeit

Im - Very - Hungry - KIDNAPPERS WANT A SUM OF 500.000 DOLLARS

KIDNAPPERS WANT A SUM OF 500.000 DOLLARS

10. Mai 2019 von Suski wood

Winnie Pooh



On Thursday afternoon, the kidnapers contacted Nelson Wainwright again. They had already called him on Wednesday and had told him that his wonderful girlfriend, Gloria Hammersmith, the famous model, had got kidnaped by them. The people who kidnaped her wanted money from her boyfriend because her parents had died years ago. The poor boy has to pay **half a million dollars**.

Many people were waiting in front of the millionaire's House and asked how Gloria was and when he would get her back again. Some of the people were Gloria's friends. But the boy didn't want to give us more information about the kidnapers or how Gloria was.

The money was kept in an unknown place, where nobody could find it. It is probably from his rich father... Maybe he gave it to a close friend or maybe he already gave it to the kidnapers. It could even be that he and the kidnapers are working together with Nelson and he just wants his father's money, since the father never gives much money to his son. What if there never was a kidnapping and the Wainwrights just want the attention of the public? Because the Wainwrights cooperation has lost plenty of money the last few months.

Anzeige



Schlagzeilen

Facebook
[Emma Hausen: rezepte Mark Zuckerberg](#)

Europa
[Dietrich: Deutschland: rezepte rezepte deutsche Markt: rezepte](#)

Paul Newman
[Internationale: rezepte: rezepte: rezepte: rezepte: rezepte](#)

Politik Ausland

- » AMERIKA
- » AMERIKA
- » ASIEN
- » EUROPA
- » NAHER OSTEN

Kolumnen

US Wahl
[Die Neuwahlen auf einen Blick](#)

Digitale Lernprodukte

Erklärvideos von Schüler:innen erstellen lassen:

Videos: Explain Everything, Spark Video, Doceri, Keynote, Powerpoint
<https://www.mysimpleshow.com/de>

Bewertungsmöglichkeit KLN

Titel:		Gruppenmitglieder:		Klasse:	
Merkmale			Eigene Bewertung (+/o/-)	Teilnoten	
Inhalt	Titel und (Teil)Überschriften	→ Titel und Teilbereiche/Überschriften sind vollständig bearbeitet	40		
	Fachliche Korrektheit	→ Fachbegriffe richtig anwenden Erläuterungen verständlich in Bild und Ton umsetzen			
	Aufbau	→ Reihenfolge muss logisch und fachlich richtig sein			
	Vollständigkeit	→ Vollständige Bearbeitung des Themas ohne Lücken und Sprünge			
Sprache		→ Wortschatz	30		
		→ grammatikalische Richtigkeit			
		→ Aussprache			
		→ Geschwindigkeit			
Ablauf	Vorspann	→ Titel soll ansprechend auf das Video einstimmen	15		
	Dramaturgie/ Gliederung	→ Video an sinnvollen Stellen unterteilen			
		→ Elemente wie z. B. Bilder oder Effekte in sinnvoller Reihenfolge nutzen			
	Nachspann	→ Quellenangaben			
Layout	Bilder/ Videosequenzen	→ die Einheit von inhaltlichen Zielen und künstlerischer Gestaltung (Effekte wie Zeitlupe, Sepiafarben, Drehung etc.) gewährleisten	15		
		→ Sinnvolle Übergänge wählen			
		→ Effekte sparsam einsetzen			
		→ gut lesbar / nicht zu viele Schriftarten			
		→ dürfen wesentliche Gestaltungselemente des Videos bzw. Bildes nicht verdecken			
	Musik (optional)	→ Thema und Lautstärke passend zum Video			
→ inhaltliche Übereinstimmung der Sprache mit der Aussage des Videos/ Bildes					
Gesamt			100		

Anmerkungen: _____

Feedbackbogen Spark-Videotutorial

Videotitel: _____

Ersteller des Videos: _____

Du hast in jeder Zeile die Möglichkeit eine Feedback abzugeben. Markiere jeweils mit einem X.	Feedback					
	--	--	-	+	++	++
Die Story des Videos ist interessant für den Betrachter.						
Die Handlungsschritte sind logisch aufeinander aufgebaut.						
Überschriften, Bilder und Grafiken werden situationsgerecht eingesetzt.						
Die gesprochenen Texte sind verständlich formuliert.						
Es wurde Fachsprache verwendet.						
Die Sprecherin / der Sprecher bemüht sich um eine klare und ansprechende Aussprache.						

Kommentar:

Feedbackgeber: _____



Wolfgang Schlicht @SchlichtEdu

Digitale Lernprodukte

Distanz

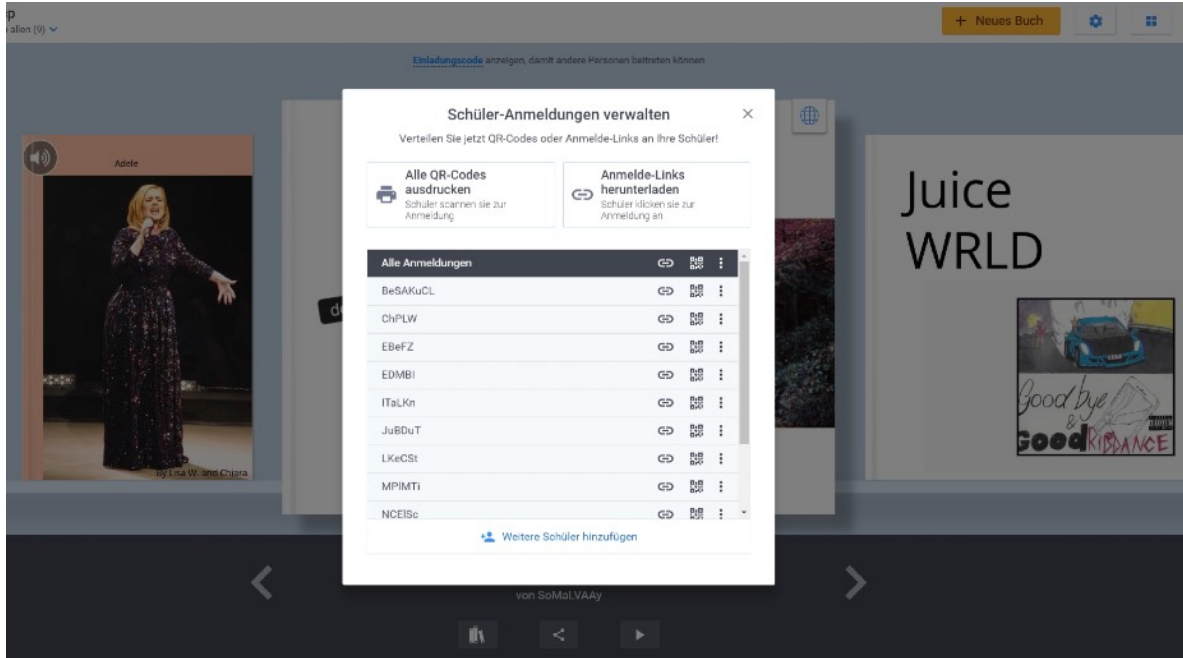
Produce an eBook using the App „BookCreator“ and include the following:

- Introduce your musician/band, write a text about his/her life and development.
- Find suitable pictures or produce one yourself!
- Write and record an interview with the artist, use the video app on an iPad or your phone. Make sure your faces are not visible! Use puppets, dolls or sth else!
- Choose a song and analyse it in a text or a voice recording, the blue box on p.84 in your book will help you.
- To collect ideas, open your own ZUMPAD as a workspace for your team! Remember to bookmark your page.
- First, produce all the material, then create a book using App „BookCreator“ .
- Make sure you name all your sources, be careful with the copyright!



Digitale Lernprodukte

Distanz



<https://bookcreator.com/online/>



Bewertungsmöglichkeit KLN

eBook

Podcast

	Referent/in		
	Notizen	Teilnote	Gewichtung
Inhalt <ul style="list-style-type: none"> Fachbegriffe Inhaltlich richtig Vollständigkeit Struktur sinnvoll Kapitel ausreichend bearbeitet Hauptsächlich eigenes Material verwendet 			4-fach
Sprache <ul style="list-style-type: none"> Verständlich Satzbau/Grammatik Rechtschreibfehler 			1-fach
Gestaltung <ul style="list-style-type: none"> Buch ist abwechslungsreich Bilder Videos Text Links Layout (Seitengestaltung) Kreativität Urheberrecht beachtet Quellen zitiert 			2-fach
Gesamtnote			

Name: _____

Thema: _____

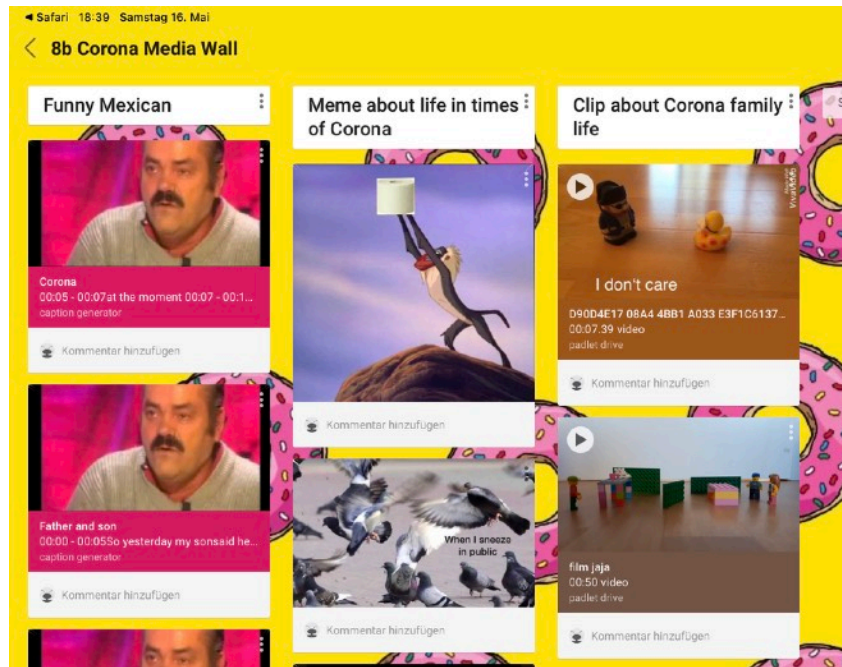
Teilbereich	Notizen	Teilnote	Gewichtung
Inhalt (z. B. Vollständigkeit der Information, Fachbegriffe, verständlich für Zielgruppe, logisch aufgebaut)			2-fach
Sprache (z. B. Tempo, klare Aussprache, Abwechslung in der Betonung, Motivation des Hörers)			2-fach
Extras (z. B. Sounds, Effekte, Story)			1-fach

Frank Lohrke
@Loh_Edu

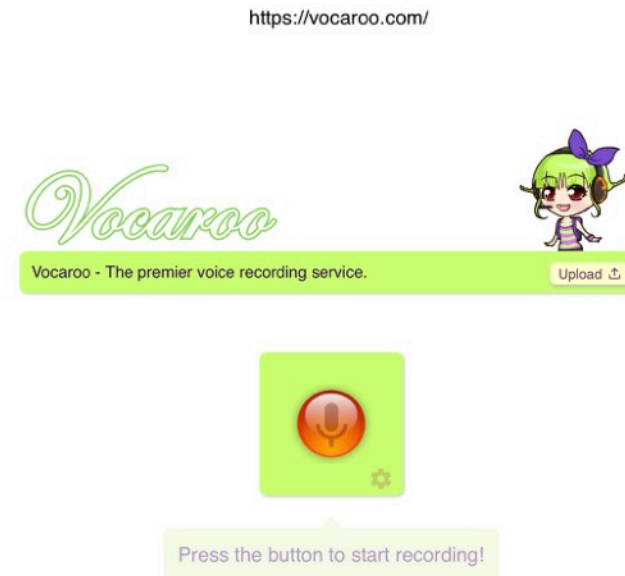
Feedback

So viel Peer-Feedback wie möglich, so wenig Feedback von Lehrenden wie nötig.

Klee, Krommer, Wampfler 2020



<https://padlet.com>

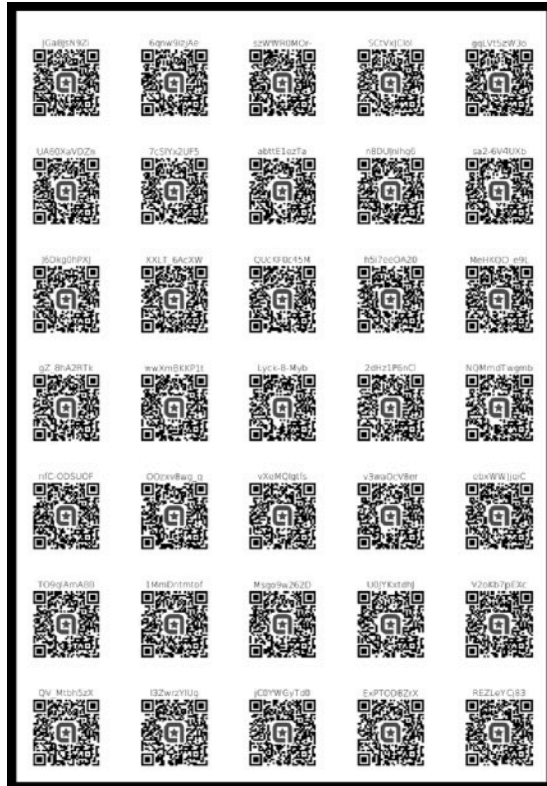


<https://vocaroo.com/>

Feedback

The screenshot shows the qwiqr.education website. At the top, there's a navigation bar with the qwiqr logo and a menu icon. Below this, there are three main sections: 'Students', 'Teachers', and a promotional section. The 'Students' section has a yellow button labeled 'Enter feedback code'. The 'Teachers' section has a yellow button labeled 'Create instant feedback'. The promotional section features a photo of a student and a yellow button labeled 'Sign up for FREE'. At the bottom, there's a section titled 'What teachers are saying about qwiqr' with a video player showing a testimonial from 'Dunblane HGS PE'.

<https://qwiqr.education/>



The screenshot shows a mobile video player interface. At the top, it displays the time '18:47' and the date 'Samstag 16. Mai'. In the center, there is a blue cartoon bird icon. Below the bird, there is a play button icon on the left, a progress bar in the middle showing '00:00', and a QR code on the right.

Chirp.qr (App/iOs)

#DigiCards

32 zeitgemäße und digitale Unterrichtsideen

#twlz @fuersti77 @annekatweiss @stefanhanauka @georgschlamp1

SPIEL **D**

Vokabel Montagsmaler

Schwierigkeitsgrad Zeitaufwand

Online Vokabel Montagsmaler, besonders im Distanzunterricht

SuS mit jeweils eigenem Gerät mit Internetzugang, <https://skribbl.io/>

L auf Website: „Create private room!“, Settings festlegen, eigene Wörter eingeben (mit Komma trennen), Häkchen setzen

Link unter „Invite your friends!“ an SuS schicken, „Start the game!“

 020 
<https://skribbl.io/>
Methodik

TEXT **D**

Interview kollaborativ

Schwierigkeitsgrad Zeitaufwand

Kollaborativ Interview erstellen, besonders im Distanzunterricht

SuS mit jeweils eigenem Gerät mit Internetzugang

SuS schreiben gemeinsam Interview in Etherpad (z.B. ZumPad), nehmen Fragen u Antworten auf (z.B. vocaroo), stellen Links zu Audios ins Etherpad

„After reading the article xxx, write an interview about family life in times of Corona lockdown and record it!“



 008 
<https://t1n.de/dboi>
<https://t1n.de/cvln>
Methodik

BILD **D**

Poster digital mit PicCollage


Schwierigkeitsgrad Zeitaufwand

Poster mit App erstellen, z.B. zur Präsentation

GA (3-4), 1 Tablet pro Gruppe, Internet, Beamer, App PicCollage

SuS erstellen gemeinsam ein Poster, um Sachverhalte zu präsentieren und digital zu teilen

„Research the concept of „Melting Pot“ and create a poster to support your presentation!“

 024 
<https://t1n.de/e07v> 
Methodik

CLASSROOMMANAGEMENT **B**

TeamShake




Schwierigkeitsgrad Zeitaufwand

Schüler zufällig in Gruppen einteilen, nach Schülermenge oder Gruppengröße; Tablet, Beamer

Einteilung nach Leistungsstärke möglich, homogen oder heterogen.

Unerwünschte Paare/Gruppen können (ohne Wissen der SuS) im Vorhinein ausgeschlossen werden.

Schnell, einfach, zuverlässig.

 026 
Tools 

<https://t.co/MKnUQ7tokA?amp=1>

Vielen Dank!

Mail: georg@schlamp.de

Twitter: [@georgschlamp1](https://twitter.com/georgschlamp1)

Weiterführendes, eine Auswahl:

<https://isabellwelppe.medium.com/schule-5-0-die-zukunft-von-schule-erfinden-731e4b99d982>

<https://mihajlovicfreiburg.com/2021/01/07/lernen-in-der-postdigitalitat/>

<https://axelkrommer.com/2021/02/21/die-schule-als-chinesisches-zimmer-oder-wie-man-kompetenzen-simuliert/>

<https://axelkrommer.com/2021/01/07/dimensionen-der-bildung-oder-vom-flachenland-der-buchkultur-ins-raumland-der-digitalitat/>

<https://www.joeran.de/die-4k-skills-was-meint-kreativitaet-kritisches-denken-kollaboration-kommunikation/>

<https://www.joeran.de/wp-content/dox/sites/10/4K-Skills-Vier-Dimensionen-der-Bildung-Kap-4.pdf>

Twitter: [#BayernEdu](https://twitter.com/BayernEdu) [#ZeitgemäßeBildung](https://twitter.com/ZeitgemaeBeBildung) [#twlz](https://twitter.com/twlz)

Conditional sentences type 3 - form

2020-03-23

If Jay (stay) close to the group, he (not lose) them.
 If he (ask) me, I (help) him. Unfortunately his phone had no signal. If
 his phone (had) signal, he (call) me. But I do not know if Jay talks
 German. Well if Jay (speak) German, I (tell) him what to do. I really
 liked the story, because I am interested in the Victorian Age. That is why I (follow)
 the man in Victorian clothes, if I (be) in London with Jay. I already booked a trip to London, but
 my flight was cancelled because of the virus. I (come) to London with Holly, Gwen and
 Olivia, if there (not be) a virus.

ähnliche App erstellen

merken in "Meine Apps"

Vocabulary

The screenshot shows the Quizlet homepage. At the top, there is a blue navigation bar with the Quizlet logo, a search icon, and the text 'Suchen'. To the right of the search bar are buttons for 'Erstellen' and 'Upgraden auf Quizlet Lehrer'. The main content area features a large white box with a blue plus icon and the text 'Erstelle für jedes Fach, das du unterrichtest, ein eigenes Lernset' and a 'Loslegen' button. Below this, there is a section for 'Letzte Aktivität' with four cards for different units of 'Green Line New 4'. A sidebar on the left contains navigation options like 'Start', 'Schaubilder durchsuchen', 'Einstellungen', 'Lernsets (0)', 'Ordner (0)', 'Kurse (1)', and 'Hilfecenter'. An advertisement for Google is visible on the right side of the main content area.

The screenshot shows a Quizlet study set titled 'Green Line 3 Bayern Unit 3 Story'. The top navigation bar is identical to the previous screenshot. The main content area displays the title and a 'Die erste Bewertung hinterlassen' link. Below the title is a vertical menu with options: 'LERNEN', 'Karteikarten', 'Lernen', 'Antworten', 'Schreiben', 'Testen', 'SPIELEN', 'Zuordnen', 'Schwerkraft', and 'Live'. The 'Karteikarten' option is highlighted. The main content area shows a large white box with the word 'mystery' in the center. At the bottom, there are navigation arrows, a progress indicator '1/25', and icons for keyboard and full screen.

Further ideas

- **Museumsbesuch** online, pick a painting, an artefact and describe it.

<https://artsandculture.google.com/>

<https://www.spiegel.de/kultur/coronavirus-und-kunst-empfehlungen-fuer-virtuelle-museumsrundgaenge-a-12897466-b495-4843-bdfc-13214b30fd88>

<https://omnia360.de/blog/willkommen-im-digitalen-museum>

<https://naturkundemuseum-bw.de/entdecken/virtueller-besuch>

<https://artsandculture.google.com/search/exhibit?p=deutsches-museum>

<https://gez.la/> (Museen, Zoos, etc)

<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>

<https://www.lernentrotzcorona.ch/Lernentrotzcorona/VirtuelleAusfluege>

<https://artsandculture.google.com/partner>

- **Erklärvideos**

Pick a grammar item from this year's curriculum and make your own explanatory video! <https://www.mysimpleshow.com/de/>

- **Comic strip**

Read the text carefully and turn it into a comicstrip

<https://www.storyboardthat.com/de>,

<https://www.makebeliefscomix.com>

- **Fake News**

<https://paulnewsman.com/>

<http://www.breakyourownnews.com/>

Links

<https://learningapps.org/>

Verschiedene Aufgabenformen erstellen, die interaktiv bearbeitet werden können.

Tutorial: <https://youtu.be/dKAB6DFqPsY>

<https://quizlet.com/de>

Vokabelübungen zu vielen gängigen Lehrwerken

<https://www.mysimpleshow.com/de>

Tutorial: https://youtu.be/kyGna_AtNss

Learn English with TV series

YouTube Channel bei dem man mit TV Serien, Filmen und Liedern Englisch lernen kann. Harry Potter etc

<https://www.youtube.com/channel/UCKgpamMlm872zkGDcBJHYDg>

Tubequizard

Hörverstehensaufgaben zum Eintippen zu YouTube Videos. Verschiedene Filter möglich (z.B. Sprachlevel, ab A2)

<http://tubequizard.com/>

<https://breakingnewsenglish.com/>

Vorbereitet Einheiten, auch mit Audios

<https://telegra.ph> Schnell kleine Websites für Schulprojekte erstellen, zB Blog

<https://bookcreator.com/online>