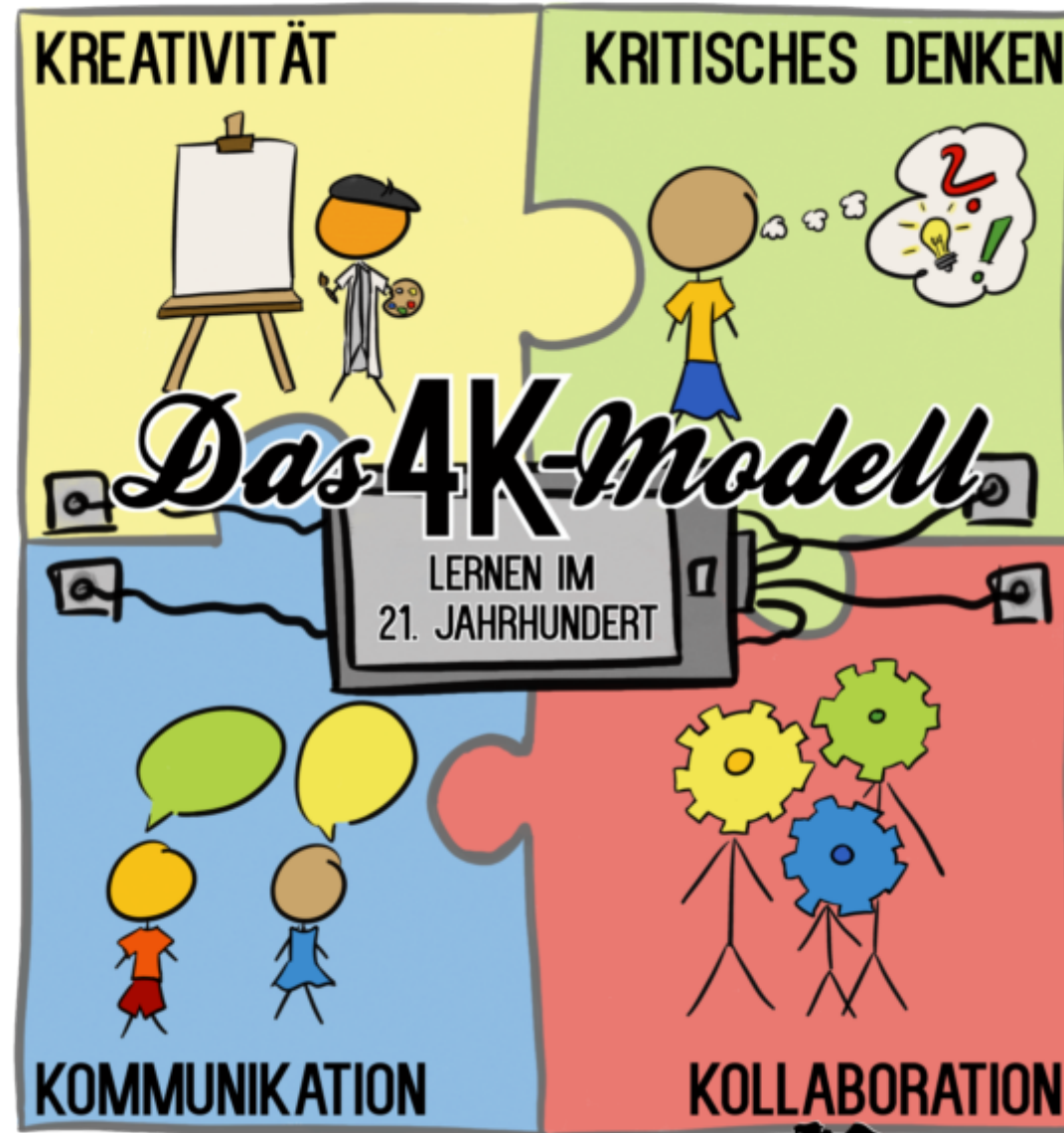


Fremdsprachunterricht zeitgemäß und digital

Georg Schlamp 2022

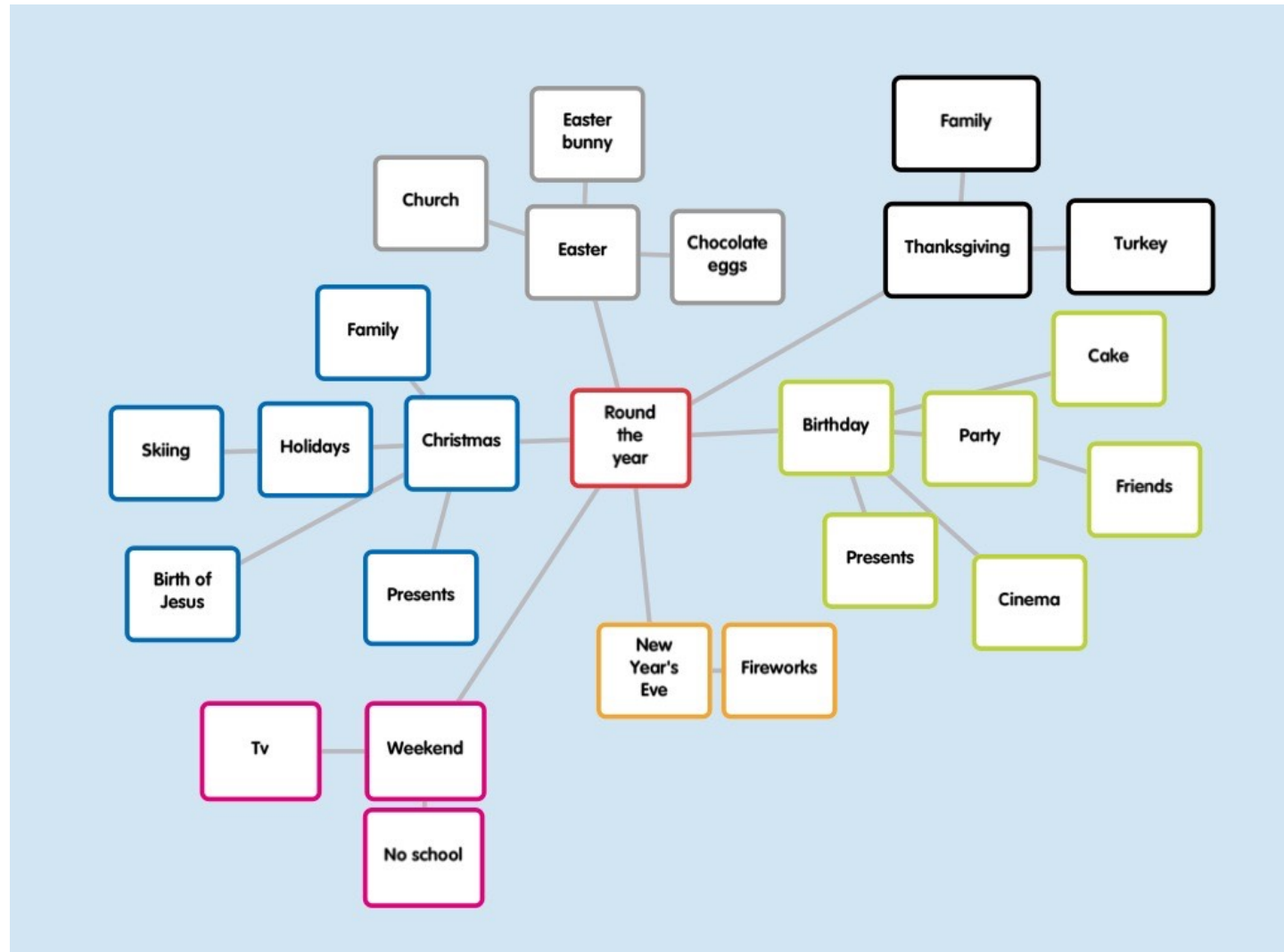
Mail: georg@schlamp.de
Twitter: [@georgschlamp1](https://twitter.com/georgschlamp1)



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

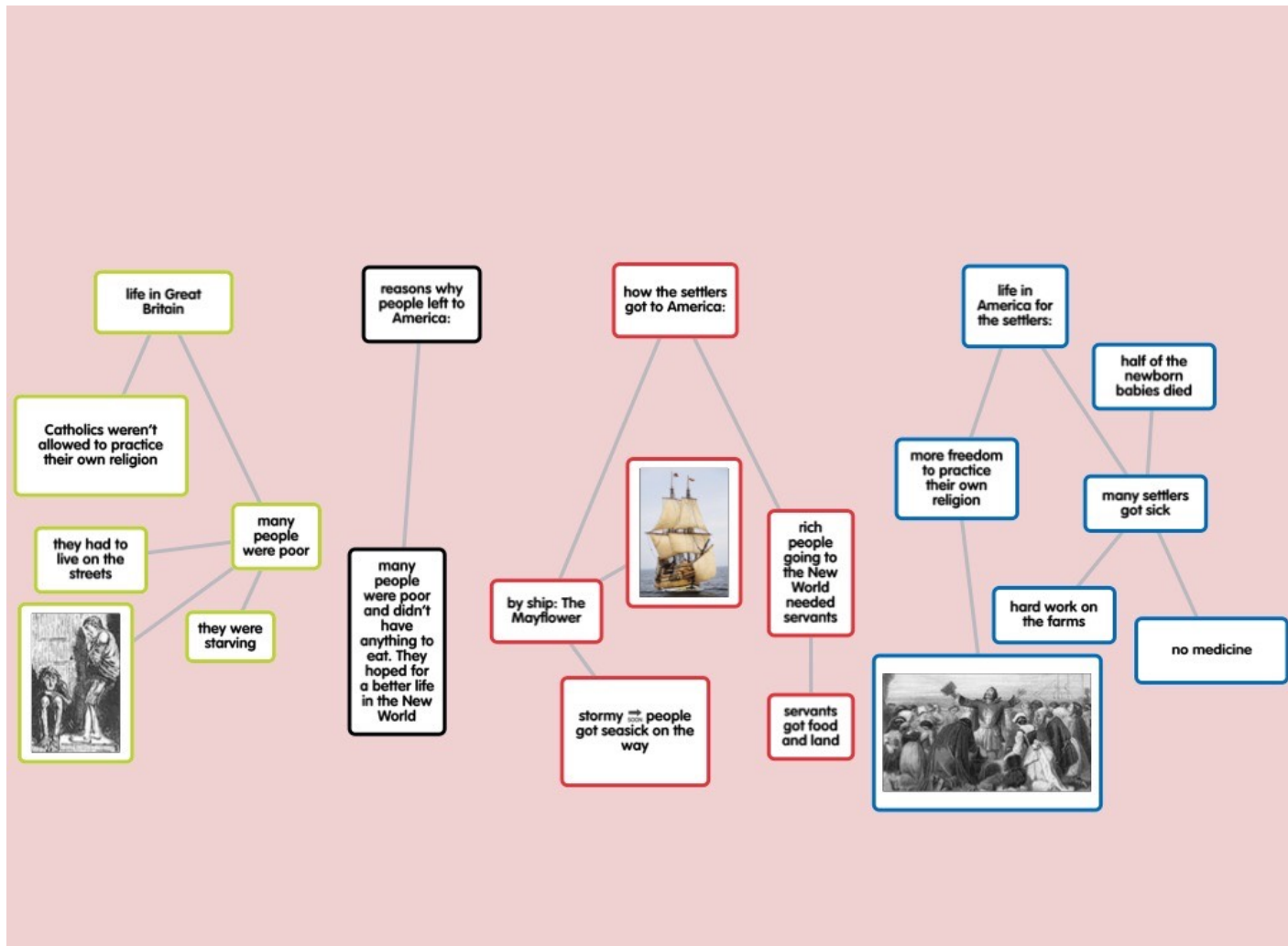
Mindmapping/ Strukturieren

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.



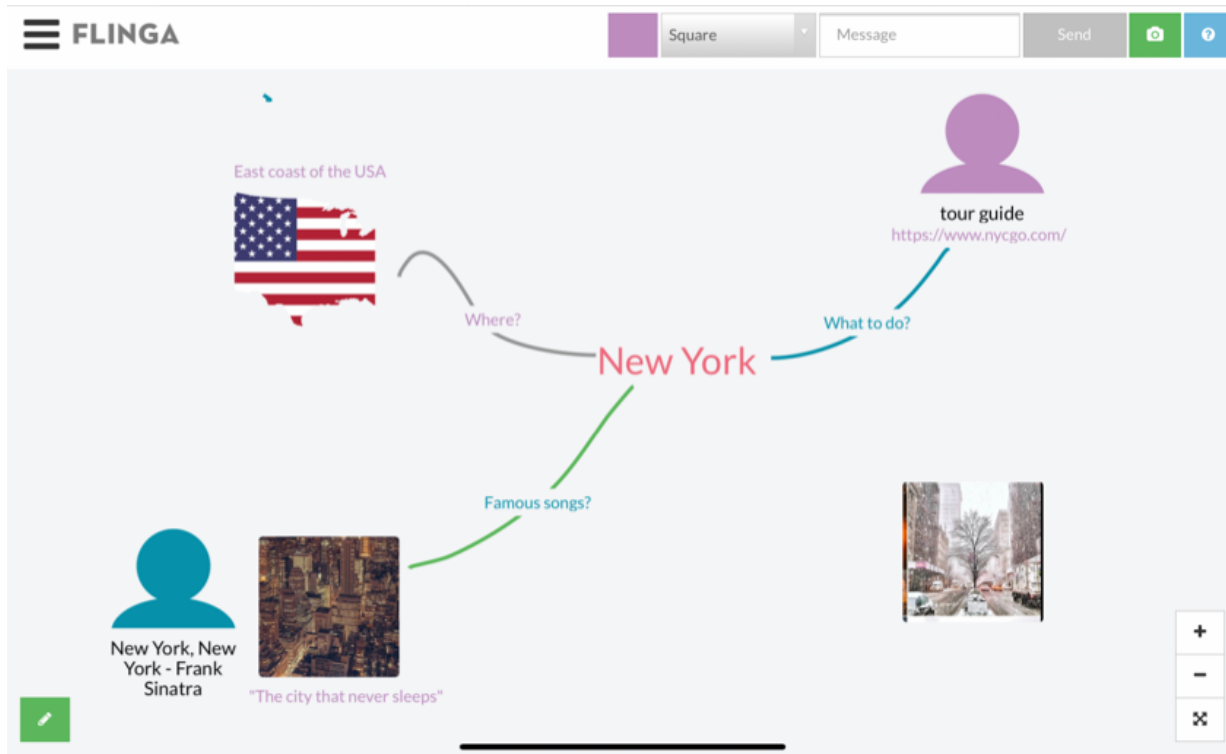
- 2) Go through the timeline and the map on p. 56/57 in your book. Then do the quiz!



- 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!

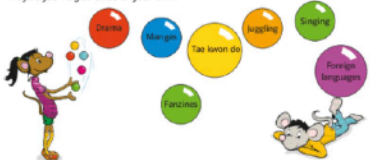
Join our club!

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?¹ → 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



Mündliche Schulaufgabe

Oral exam - practice page

Pick a topic and two classmates. Get into the same VideoConference room. First, "Answer a question" each. Second, "Describe what you see". Third, "Discuss" your topic.

hints and tricks and support Before you start Describe what you see Topic A - Pacific Northwest Topic B - USA Topic C - Australia Topic D - Teens and parents Topic E - Bullying

Useful phrases for discussions

Anhang

- Dialogue, useful words and phrases.pdf 46 KB
- 24 strategies + useful phrases-1.pdf 57 KB

How to describe pictures

Anhang

- Describing pictures.pdf 601 KB
- SKILLS - Describing pictures and paintings - phrases - intermediate... 594 KB

Practice on your own and record yourself.

If you want to practice on your own, you can record yourself with your phone. You can also use Vocaroo, a website to record audio files. You can send a link to your audio recording to your teacher via WeChat. Watch the video to see how to do it. Be careful, don't give your name or any other personal information, if you use Vocaroo.

Vocaroo | Online voice recorder
<https://vocaroo.com>

Answer a question!

Go to the webpage, the first person answers the first question! Then shuffle and do another one. Each of you answers two questions before you start the discussion.

Check out tscheck.in
<http://tscheck.in>

Describe a picture

Choose a picture and describe it. You can also answer the questions.

Once Upon A Picture - Image prompts to inspire reading and writing
<https://www.once-upon-a-picture.co.uk>

Open a window

WindowSwap
<https://www.window-swap.com>

Describe the person.

What does he/she look like? What are the person's hobbies? What does he/she like?

This Person Does Not Exist
<https://thispersondoesnotexist.com>

Topic A - Pacific Northwest

Get into a video conference with your group, then open one of these three webpages and describe what you see.

Drive through a city

Drive & Listen
<https://driveandlisten.herokuapp.com>

Anhang

- Mündl. Schulaufgabe Klasse 8 Topic A.pdf 525 KB

Topic B - USA

Anhang

- oral exam b.pdf 285 KB

Topic C - Australia

Anhang

- oral exam c.pdf 257 KB

Topic D - Teens and parents

Anhang

- oral exam d.pdf 211 KB

Topic E - Bullying

Anhang

- oral exam e.pdf 359 KB

VideoConference 1

JETZT TEILNEHMEN

Ein Service von sichere-video-konferenz.de!

VideoConference 2

JETZT TEILNEHMEN

Ein Service von sichere-video-konferenz.de!

<https://t1p.de/OralExamPracticeFB>

<https://www.taskcards.de/>

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

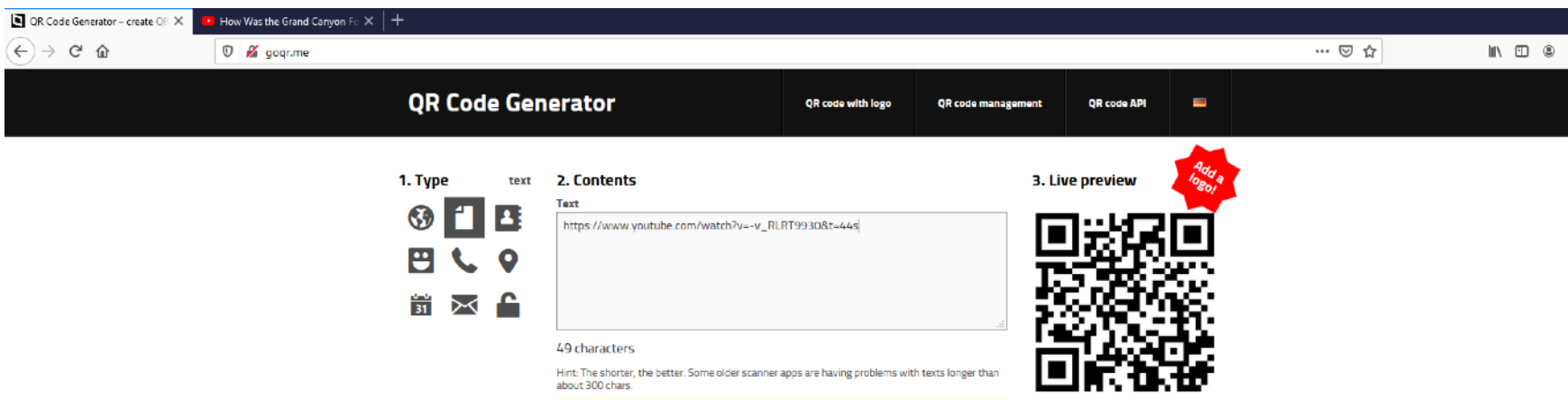
Do the TEST!!!

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

G. Schlamp © May 2020

Schlamp © 2020

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?

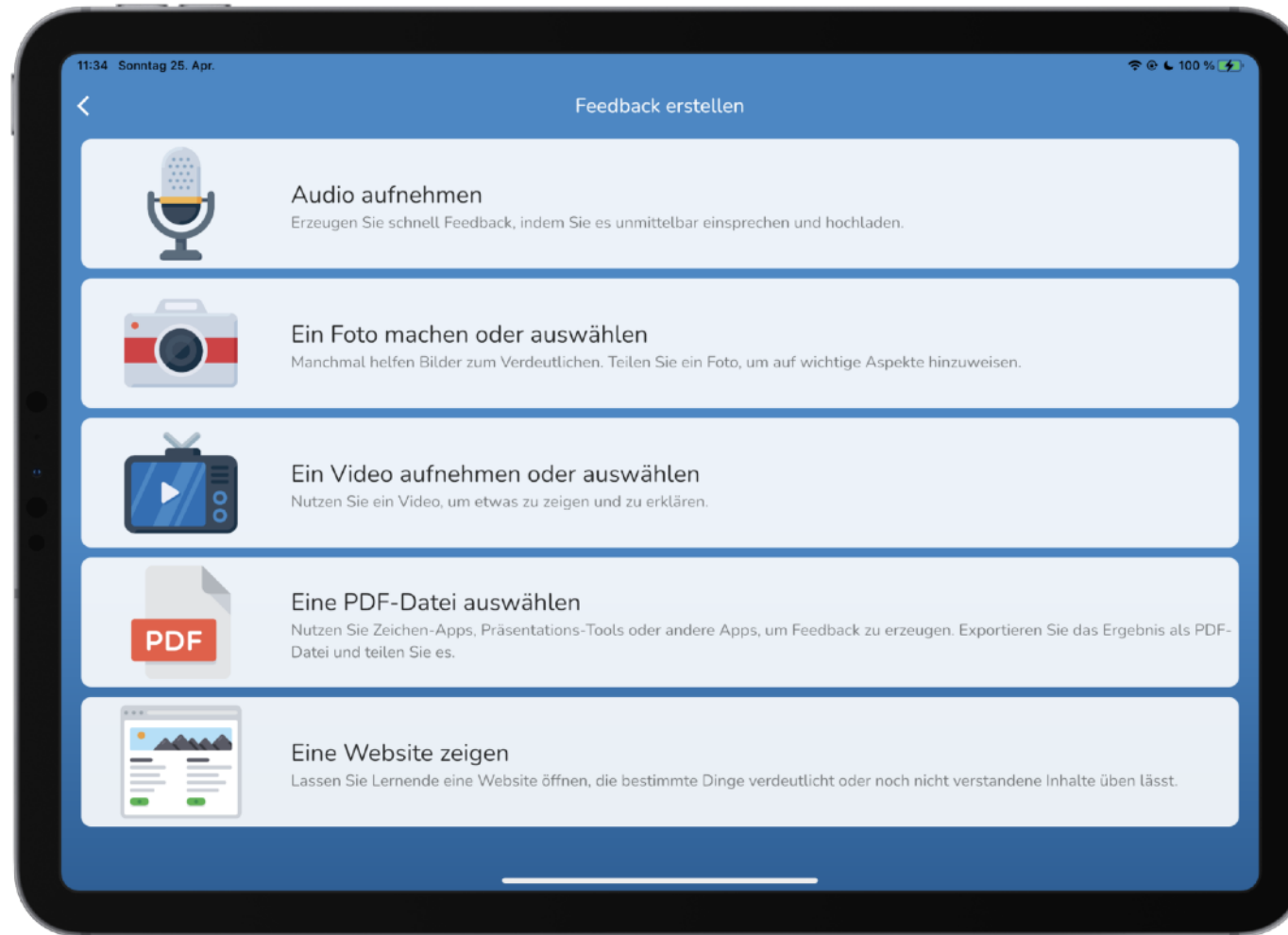
- Füge einfach einen Bindestrich „-“ hinter das „t“ in der url ein...

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

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

- <https://video.link/>

hyFee von Christian Mayr



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

<https://hyfee.de>

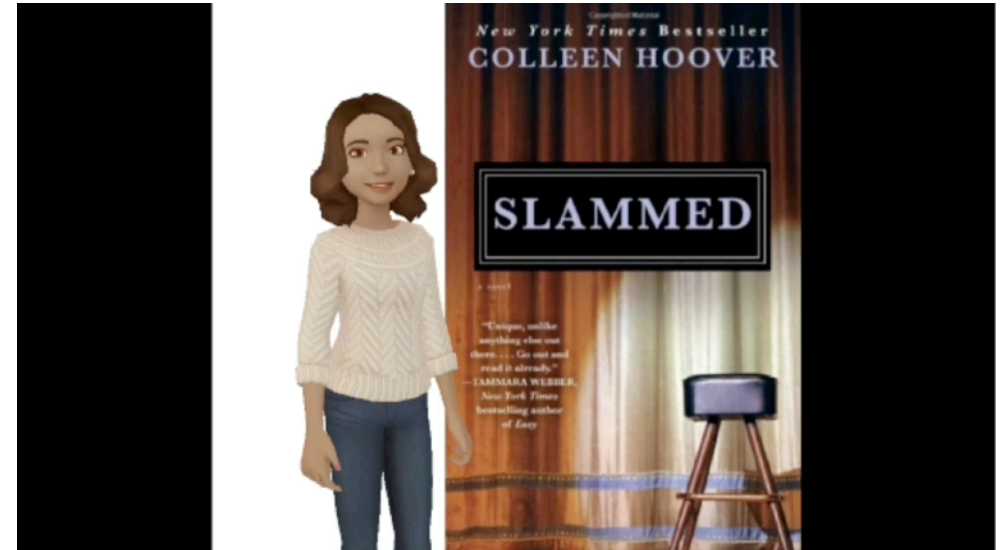
Digitale Lernprodukte

[illegible]

Literature

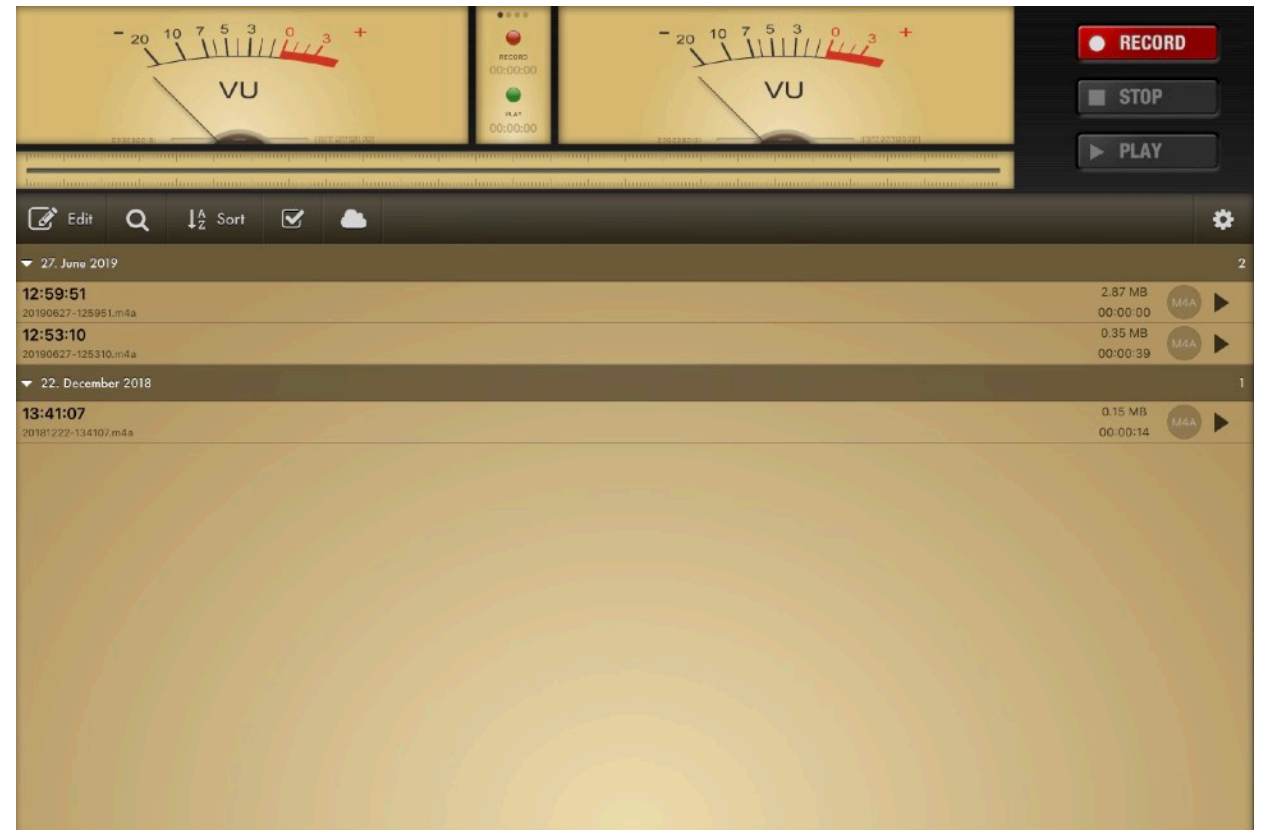
5. Lernjahr

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



Tellagami (nur bis iOS 11)
Voki
My talking Avatar

Einfache Audio Aufnahmen



VoiceRecord Pro

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

Memes



<https://meinmeme.de>

<https://imgflip.com/memegenerator>
„private“ auswählen, dann Download



Literature

Distanz



<https://zumpad.zum.de>



Nbb FM Twitter A | ZUMPad

https://zumpad.zum.de

B I U [List Icons] [Undo] [Redo] [Eraser] [Speech Bubble] 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



00:00

00:02



<https://voca.ro/8Pa2vNojZ4Q>



QR-Code

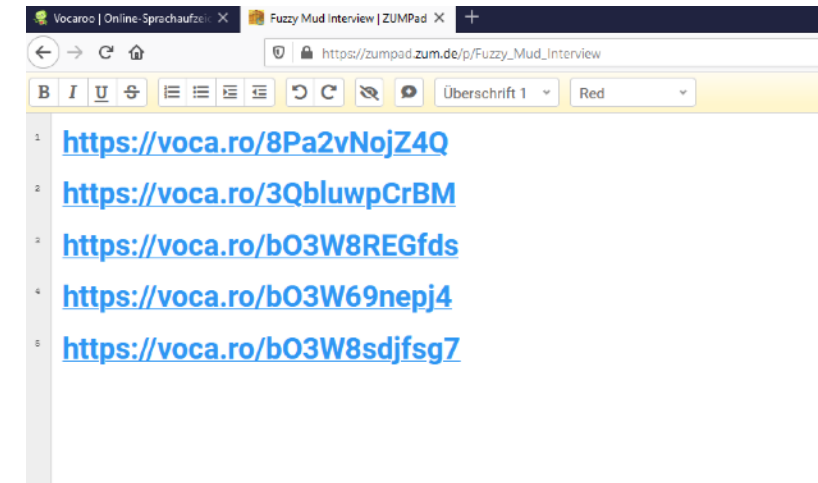
Einbetten

Herunterladen

Löschen

<https://vocaroo.com/>

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



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

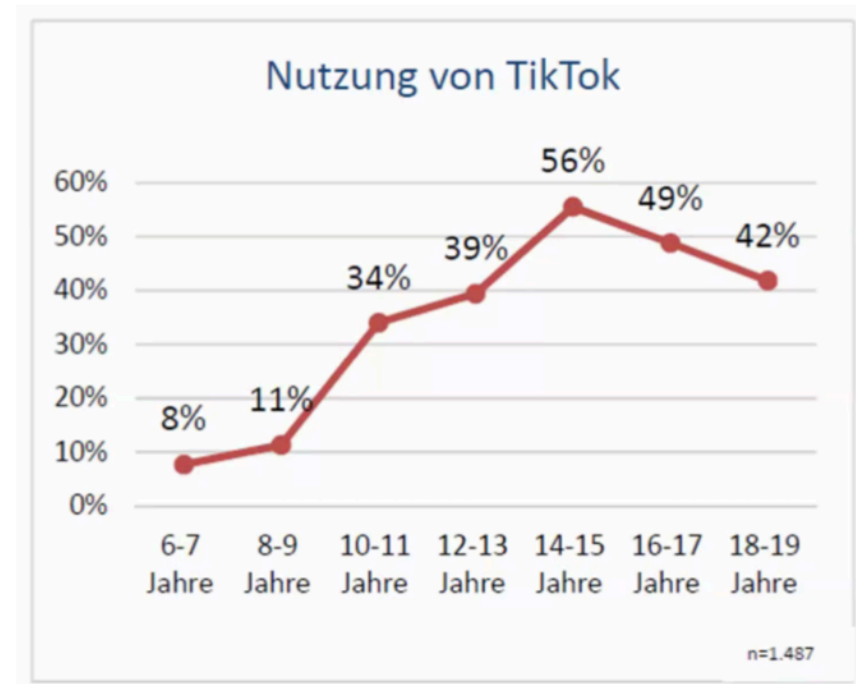
Schnelle Websites erstellen

Klasse 7, „BlogPost“

FoBi 2021

B I S L H2 " = < > : : : U

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.

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/F69K3RWM>

FLINGA

Subtitle Message Send

Robert Frost

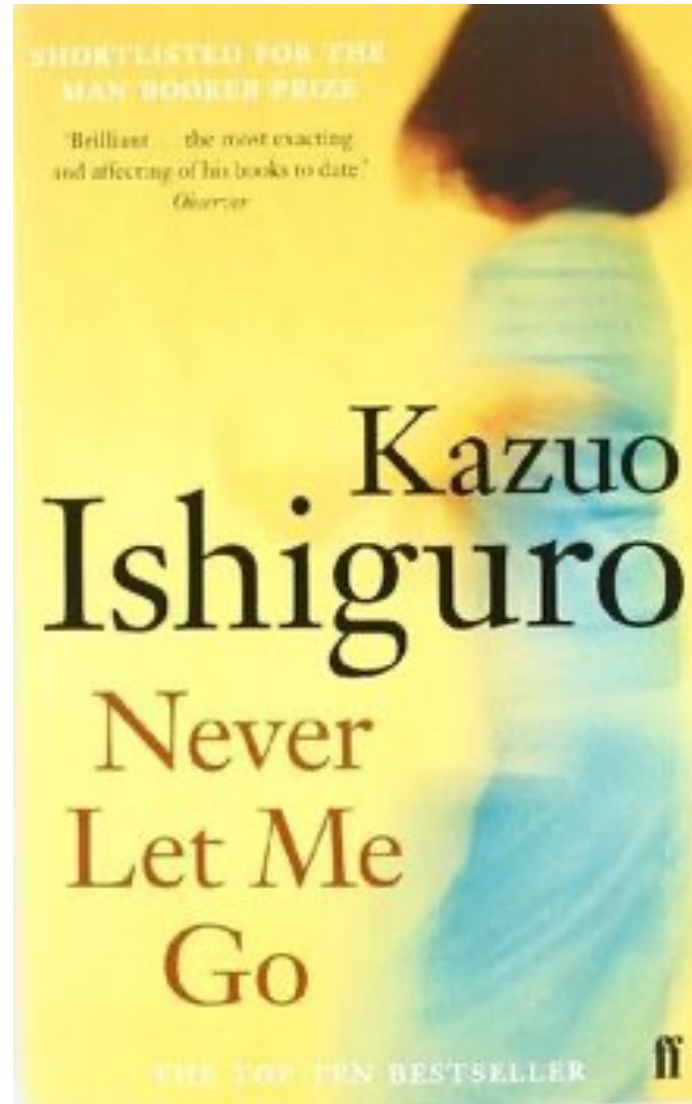
The Road in the forest splits
up in two and I could not
decide which one to choose. I
tried to look into the future
until I could not see anymore

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.

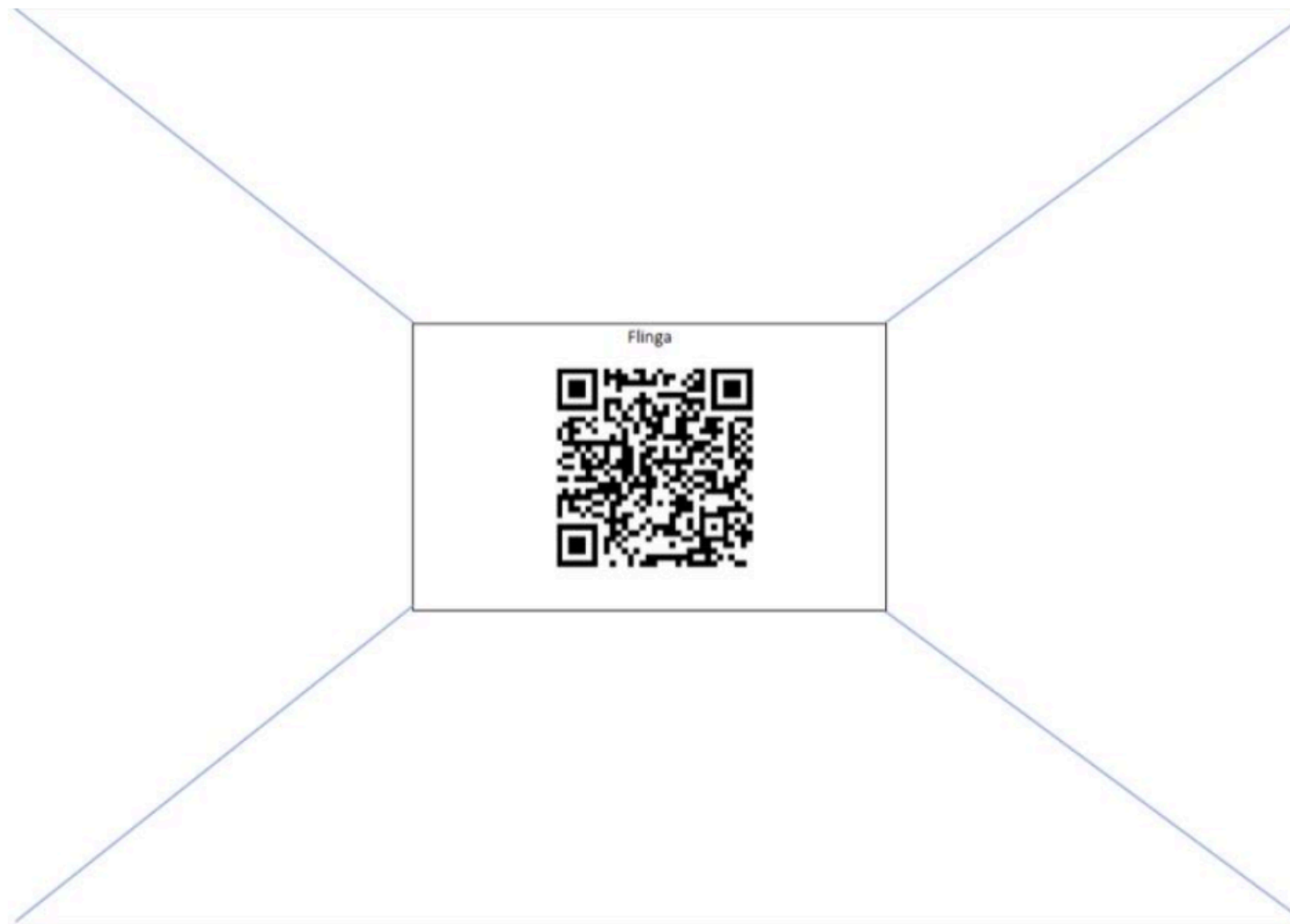
I look back from the future, I
chose the one that hadn't been
travelled that much and that
made a huge difference.

<https://flinga.fi>

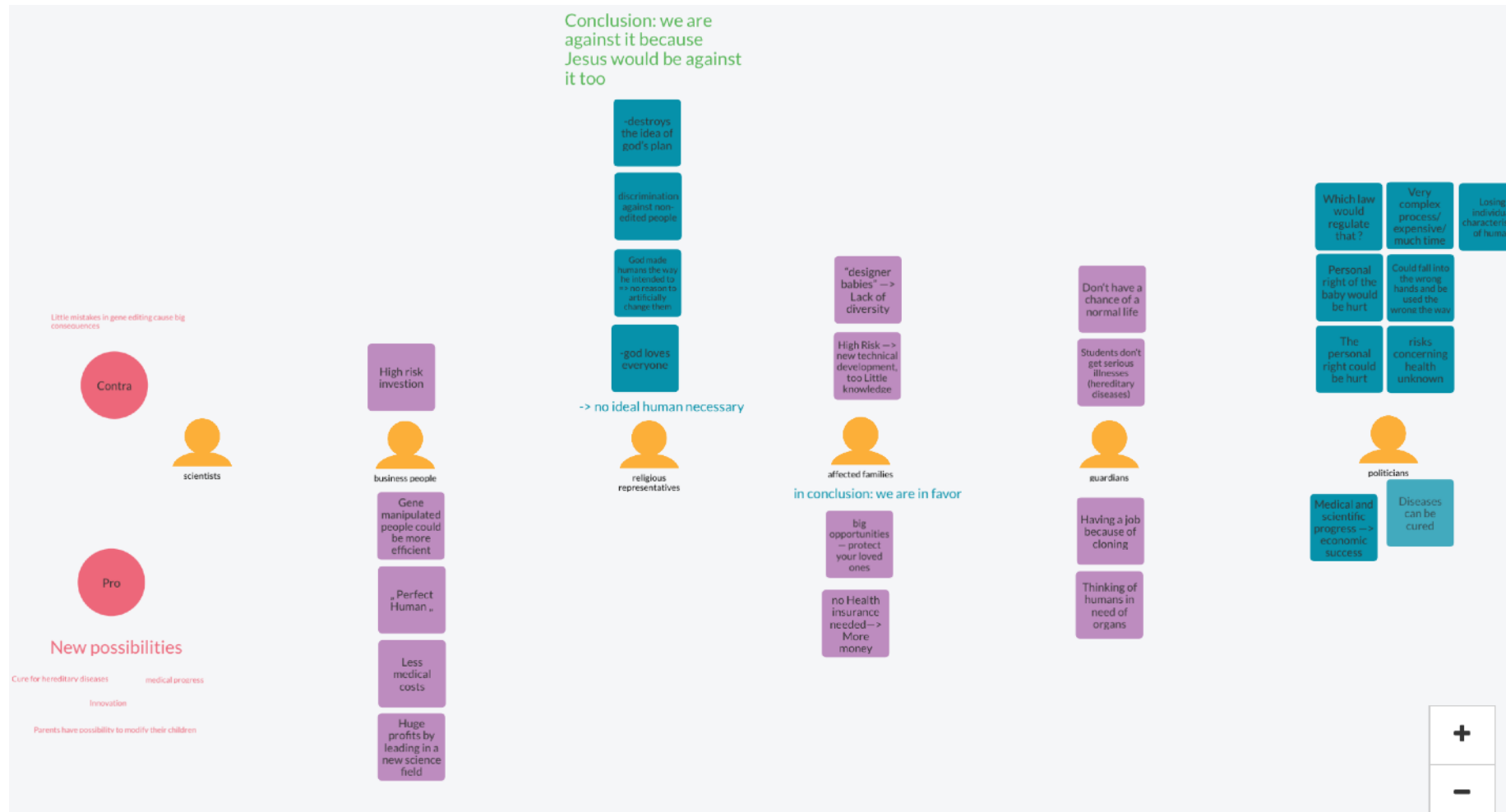


RolePlay
Oberstufe

The ethical dilemma of genetical engineering



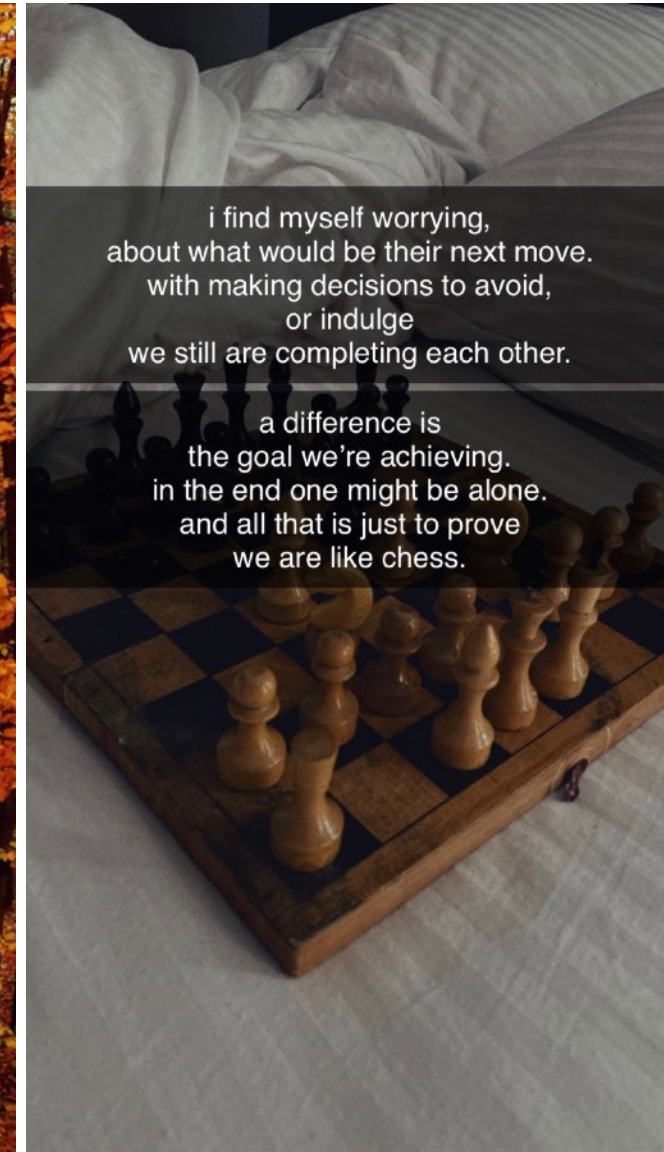
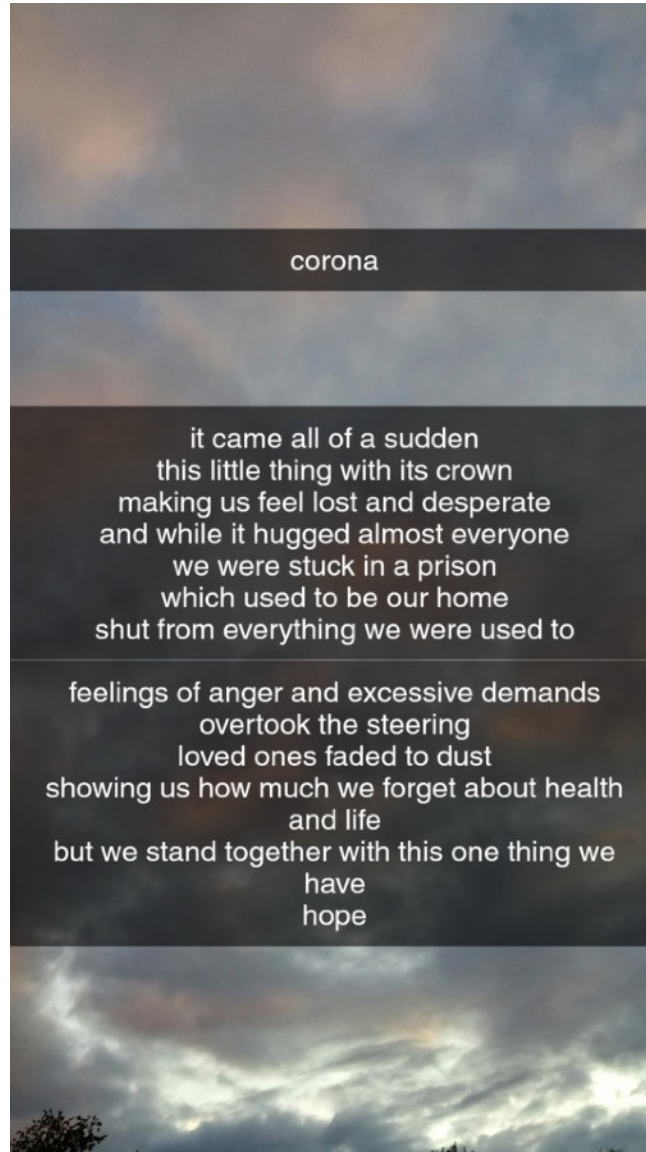
The ethical dilemma of genetical engineering



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/>"



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



Games I liked

Fifa 22



Alexis

There are so many difficult Teoris in this movie, that I often needed to stop to comprain it. But after and watching the movie again reserching a It's very nice in someponts the movie is very boring because

Liked by xyz and 20 others

Sarah I like the movie, because Walk. Ride. Rodeo. is an inspirational tale based on the true story of Amberley Snyder (Spencer Locke). She is a young woman (19) which loved to ride and after a car accident she lost the use of her legs. She doesn't gave up and I think that's great and in sprayed other people in the same situation. I think it's important how to deal with life-changes and that your life, no matter what happened. The relationship between her and her mother is very important in my opinion. I think the scene, which shows the main character's face covered in blood and her hair caught up in a barb wired fence, is the only scene they can be disturbing for Kids. ... more

View all 16 comments

With the film *Wunder*, directed from Stephen

6 Octo

The Great Garbage Patch - Q11

Taskcards

Please work together as a group of 3/ 4:



- Find your name in one of the groups underneath:
 - Group 1a:** Jonathan, Mathias, Valentin
 - Group 2a:** Leo, Sarah, Stella, Filip
 - Group 3a:** Valentina, Sandra W., Lisa, Ben
 - Group 1b:** Katarina, Charlotte, Johannes, Fabian
 - Group 2b:** Ash, Soraya, Sandra Bu., Sandra Br.
 - Group 3b:** Martha, Johanna, Daniela, Silvester
- Follow the tasks on your worksheet.
- As a group, please agree on one student to present the results to class.

working time: 9 minutes

sold out soon – overfishing – fact file 1

Tasks:

- Read the text and underline the most important facts.
- Open taskcards (QR-Code) and design a structured entry for the **overfishing** column. **Keep it brief!**
Consider the following questions:
 - What is overfishing and why does it happen?
 - What are the consequences of overfishing?
- Be prepared to present the results to your classmates.
- Optional:** Finished already? Analyze the cartoon (Figure 1).



When did it all begin?

Scientists have long been sounding the alarm about a looming catastrophe of ocean overfishing – the catching of fish from the ocean at rates too high for species to replace themselves. The earliest overfishing occurred in the early 1800s when humans decimated the whale population around Stellwagen Bank, off the coast of Cape Cod. In the mid-20th century, countries around the world worked to build their fishing capacities to ensure the availability of protein-rich foods for the increasing human demand. By 1989 the industry had hit its high point and the amount of large ocean fish has declined or stagnated ever since. According to calculations of the UN, commercial fishing will no longer be possible worldwide by 2050 at the latest. This is terrifying, as about 3.6 billion people depend on fish as their main food source.



Figure 1 – cartoon overfishing:
<https://tsp.de/t/1abi>, last accessed on 05/10/22

Marine ecosystem is losing its balance

As large-fish populations were no longer available, humans began catching down fish farther down the food chain¹. This so-called *fishing down* has triggered a chain reaction that is throwing the marine ecosystem off balance. Fishing out too many plant-eating fish, for example, can weaken reefs, as these fish usually eat algae and thus keep the corals clean and healthy so that they can grow. This, in turn, negatively impacts the many species that call the reef home.

Wherever there is overfishing, there is bycatch – the capture of unwanted sea life while fishing for a different species. Modern fishing gear is very efficient at catching the desired fish species – as well as anything else in its path. A staggering amount of unwanted marine life is hauled up with the catch – and then discarded overboard dead or dying. Species such as the Maui's dolphin from New Zealand or the loggerhead turtle face extinction if the threat of unselective fishing gear is not eliminated.

By Amy McKeever, 07/02/22, <https://tsp.de/t/02p6g>, last accessed on 07/05/22, abridged and adapted
By WWF, ND, <https://www.worldwildlife.org/threats/bycatch>, last accessed on 05/10/22, abridged and adapted

¹ food chain = series of organisms each dependent on the next as a source of food



ecological problems of the oceans (a)



Design a structured entry underneath your group's column. You can add a new entry by clicking on the plus sign.



overfishing fact file I



What is overfishing?



- catching of fish from the ocean at rates too high for species to replace themselves

Why does overfishing happen?



- increasing human demand
- augmenting greed by corporations

What are the consequences of overfishing



- commercial fishing will no longer be possible by 2050
=> 3.6 billion people will lose their main food source
- marine ecosystem gets thrown off balance
e.g. fishing down

Capture of unwanted sea live



called "bycatch"
then released back into the ocean, often dead or dying

Extinct species get lost out of the food chain



effects of Climate Change on the ocean fact file II



How is the ocean affected by climate change?



- ocean absorbs 25% of excess CO₂
- 90% of excess heat is also absorbed
-> heating up of ocean
-> acidification

Which consequences result for marine life?



- species move, to stay in optimal thermal window
- disturbed food chain
- corals release algae -> corals die
- due to acidity less calcium carbonates are available -> less growth



plastic in the ocean fact file III

1. Where does the plastic come from?

- Massive production of plastic since WW2
- ⚡ Throw-away culture/single-use plastics <-> plastic has a life span of mere minutes to hours, but take hundreds of years to decompose
- Plastic waste comes from landfills or littering
- Rain and wind carry the plastic directly into the oceans or drains that lead into the ocean

2. How is the plastic altered in the ocean?

- Solar UV radiation, currents and waves -> break down plastic into microplastic (small pieces less than 5mm long)

3. What consequences result from the increasing amount of plastic in the ocean?

- Marine organisms mistake micro plastic for food, so they lose the urge to eat and starve
- They can also get strangled to death by abandoned fishing gear

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

[Ab](#) [Newsletter](#) [Edition](#)

Deutsch [Englisch](#)

Login

Kölner Abendblatt

Freitag, 10. Mai 2019 | 15.8°C | DAX +0.22%

[Politik](#) [Wirtschaft](#) [Finanzen](#) [Feuilleton](#) [Sport](#) [Gesellschaft](#) [Reise](#) [Wissen](#) [Digital](#) [Auto](#) [Reise](#) [SB](#)[Im - Very - Hungry - KIDNAPPERS WANT A SUM OF 500.000 DOLLARS](#)

KIDNAPPERS WANT A SUM OF 500.000 DOLLARS

10. Mai 2019 von Bushi wood

Winnie Pooh



On Thursday afternoon, the kidnappers 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 kidnapped by them. The people who kidnapped 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 kidnappers 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 kidnappers. It could even be that he and the kidnappers 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

[@mellhausen_renen_Mark_Zuckerman_](#)

Europa

[Österreich: Licht mit Kiste vor der deutschen Mark: 09m](#)

Paul Newman

[Informations: Eiert Ertel: nli: Nimmshildten](#)

Politik Ausland

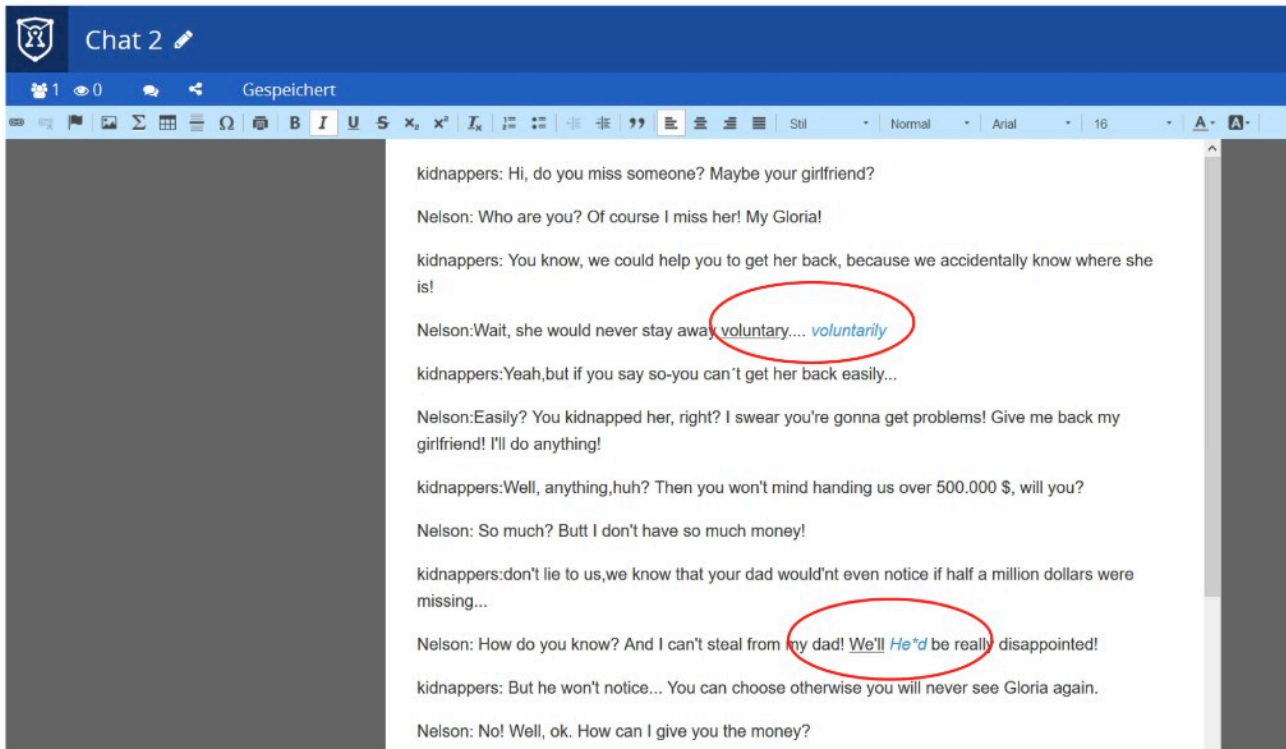
[» AFRIKA](#)[» AMERIKA](#)[» ASIEN](#)[» EUROPA](#)[» NAHER OSTEN](#)

Kolumnen

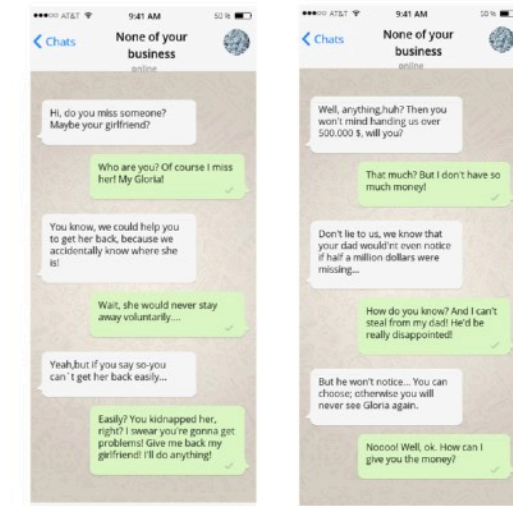
US Wahl

[Alle Neuanfragen auf einen Blick](#)<https://www.koelner-abendblatt.de/artikel/-/m/veryhungry/kidnappers-want-a-sum-of-500-000-dollars-38738288.html>10.05.19, 11:59
Seite 1 von 2

Kreative Textarbeit



Kreative Darstellung in *fakewhats.com*



<https://cryptpad.fr/>

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: _____					

Frank Lohrke @Loh_Edu

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

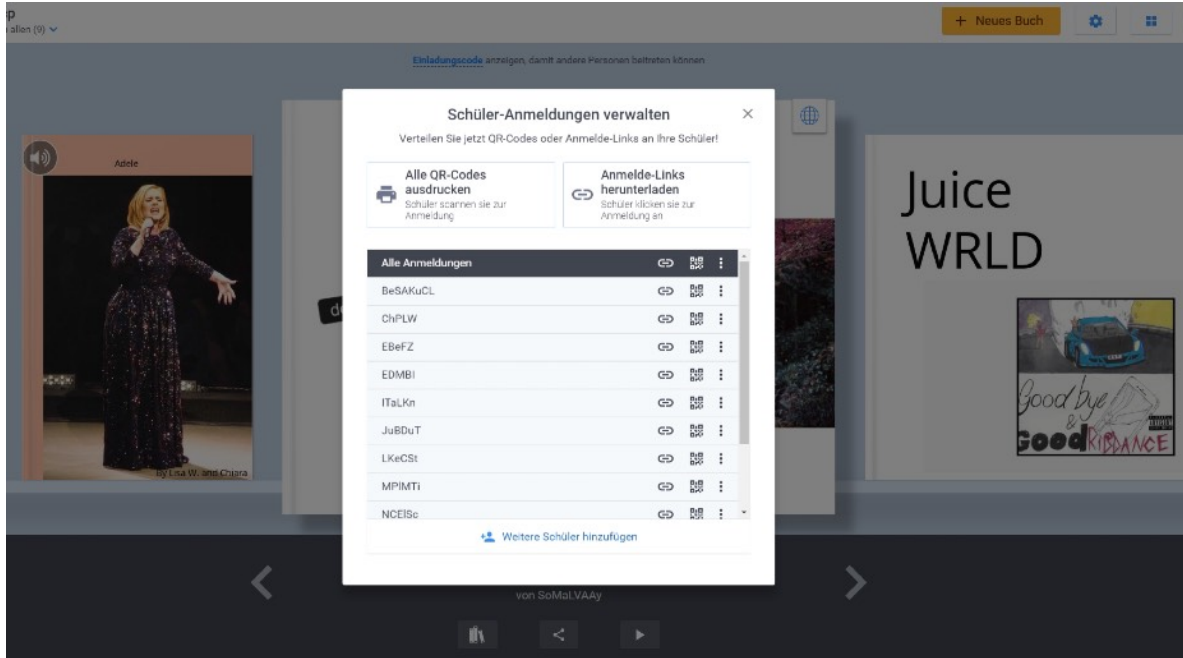
Produce an eBook using the App „BookCreator“ and include the following:

- 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">FachbegriffeInhaltlich richtigVollständigkeitStruktur sinnvollKapitel ausreichend bearbeitetHauptsächlich eigenes Material verwendet			4-fach
Sprache <ul style="list-style-type: none">VerständlichSatzbau/GrammatikRechtschreibfehler			1-fach
Gestaltung <ul style="list-style-type: none">Buch ist abwechslungsreichBilderVideosTextLinksLayout (Seitengestaltung)KreativitätUrheberrecht beachtetQuellen 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

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@Loh_Edu

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)

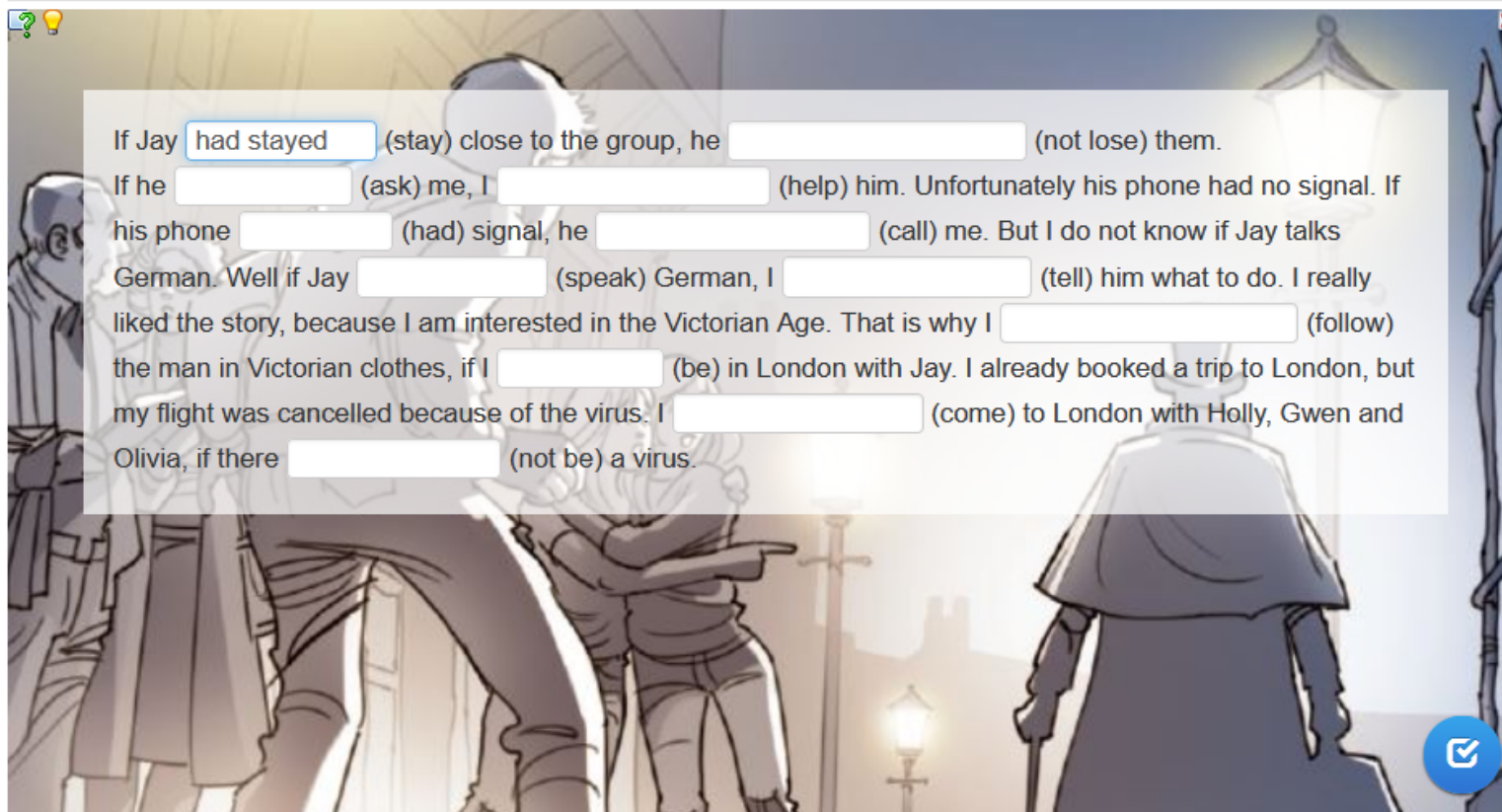


Conditional sentences type 3 - form

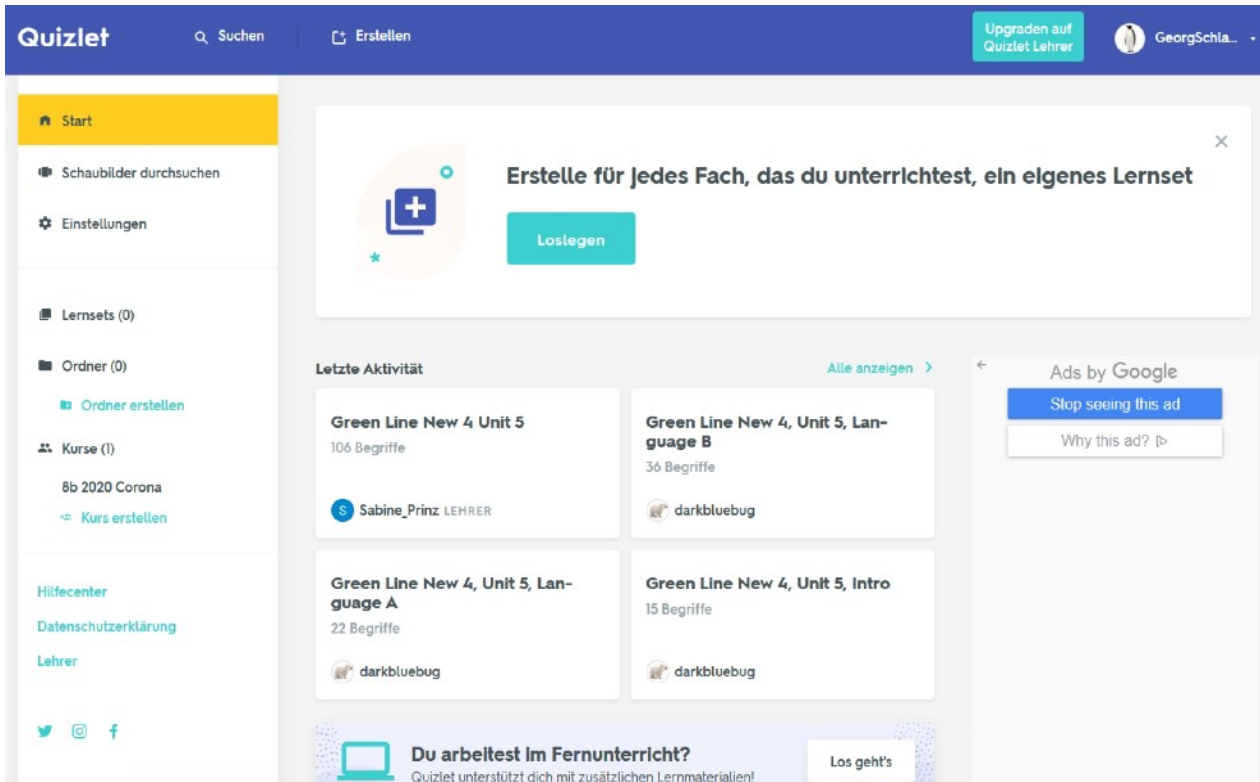
2020-03-23



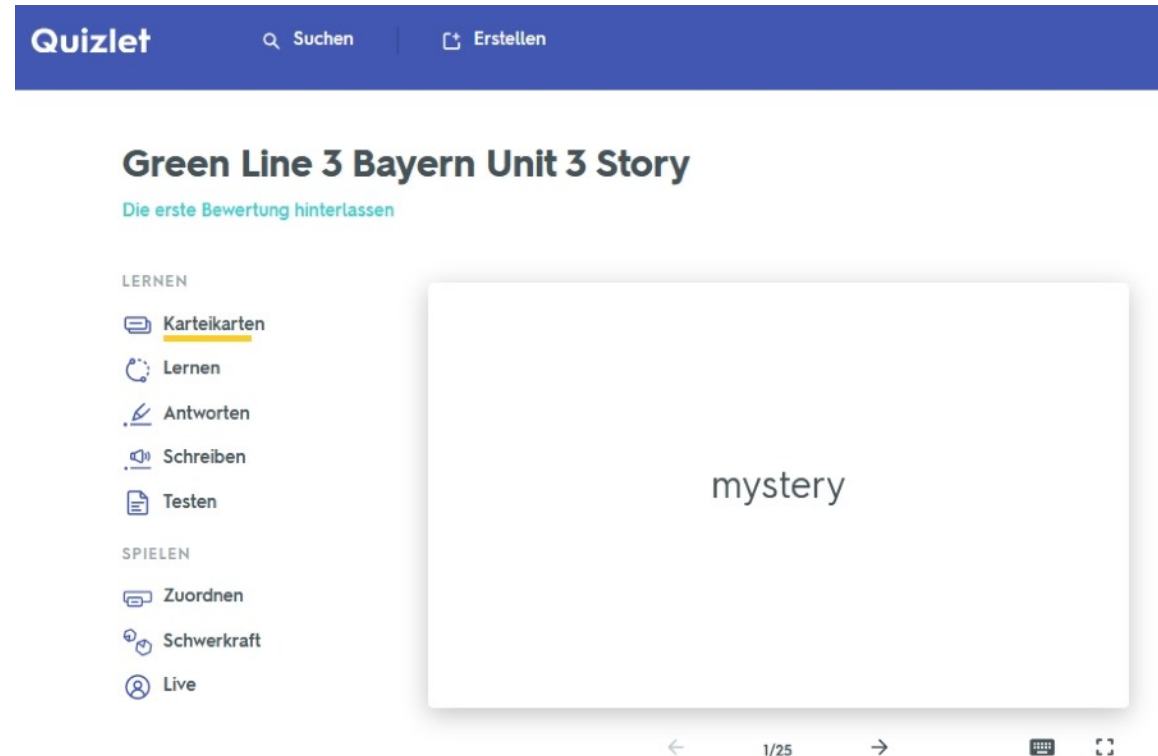
If Jay (stay) close to the group, he (not lose) them.
If he (ask) me, I (help) him. Unfortunately his phone had no signal. If
his phone (had) signal, he (call) me. But I do not know if Jay talks
German. Well if Jay (speak) German, I (tell) him what to do. I really
liked the story, because I am interested 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 image shows the Quizlet homepage. At the top is a blue navigation bar with the Quizlet logo, a search bar, and a button to create new content. Below this is a sidebar on the left with links to 'Start', 'Schaubilder durchsuchen', 'Einstellungen', 'Lernsets (0)', 'Ordner (0)', 'Kurse (1)', and 'Hilfecenter'. The main content area features a large banner encouraging users to create a learning set for each subject, with a 'Loslegen' button. Below the banner is a section titled 'Letzte Aktivität' showing a grid of recent learning sets, including 'Green Line New 4 Unit 5' and 'Green Line New 4, Unit 5, Language B'. An advertisement for Google is also visible on the right side of the main content area.



The image shows a specific learning set on Quizlet titled 'Green Line 3 Bayern Unit 3 Story'. The interface includes a navigation bar at the top and a sidebar on the left with links to 'LERNEN' (Karteikarten, Lernen, Antworten, Schreiben, Testen) and 'SPIELEN' (Zuordnen, Schwerkraft, Live). The main content area displays the word 'mystery' on a large white card. At the bottom of the card, there are navigation arrows and a progress indicator showing '1/25'.

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>