

## Unterrichtseinsatz

pGrundsätzlich lässt sich die App in unterschiedlichen Bereichen einsetzen:/pp- Naturwissenschaften/pp- Fremdsprachen/pp- Geographie/pp- Deutsch/p

## Vorbereitung

pBevor man mit der Arbeit beginnt, sollten einige grundsätzliche Fragen geklärt werden:/pp- Gruppengröße, 2 - 5 Lernende sind in der Regel sinnvoll/pp- Planung: vor der Aufnahme sollten die Gruppen ausführlich planen und besprechen, Dialoge vorbereiten, eventuell benötigte Charaktere malen, eventuell sogar ein Storyboard erstellen/pp- Aufnahme: wichtig ist ein ruhiger Ort/p

## Beispiele

ulliBiologieNaturwissenschaften:<li>/ulpInformationsfilm über PflanzenTiere, Bedürfnisse, lokal (mit Live-Photos) oder global<p>ulliDeutsch:/li>/ulpVerfilmung kurzer Märchen, Fabeln, Bericht als Nachrichtensendung anstelle des schriftlichen/pulliGeografieGeschichte: <li>/ulpPortrait einer Region, Klimazone, Vegetationszone, Länderportrait/pulliFremdsprachen:/li>/ulpUmwandeln eines Gedichtes, einer ShortStory, eines Lehrbuchtextes in einen Film (intensive Textarbeit, Perspektivwechsel, Umwandlung Prosa in Dialog...)/pp/p

## Umwandlung eines Lehrbuchtextes

**3 Story**

**5:41-48 Luke is my pet**

**1 Before you read**  
Say what you know about Sherlock.



**A** Hello, I'm Sherlock. My people are the Elliots – Jack, Anna, Irina, Luke and Jamie. I love everyone in the family, but Luke is my pet.



**B** Luke and I have got a nice new room in the loft. Every morning I get up and wash Luke's face. Then he gets up and washes his face again. After that he makes my breakfast. Then he has his own breakfast.



**C** Jack usually goes to work early. Then at twenty past eight Luke, Irina and Jamie go to school. I always help with Luke's schoolbag. At quarter to nine Anna says goodbye too. But she only works in the mornings.



**D** My job in the mornings is to look after the house for the family. I sometimes see cats in my garden. That's rude – it isn't their garden! So I always bark. Then they're scared and they run away.



**E** On Saturdays I take Luke to dog school. I like school! We have lots of fun and Luke learns lots of tricks. One trick is: I listen for the word "Sit". But I run around and chase my tail. Then the teacher always says, "You've got a lot to learn!" Yes, Luke has got a lot to learn.

**3 Story**

**F** On Sundays I sometimes take my people to Greenwich Park. It's great fun. I always see other dogs with their pets. My people like picnics. I like picnics too because there's no table. Sometimes Jamie puts his drink next to me and it falls over. Silly boy!



**G** In the evenings my people often sit on the sofa and watch TV. Then we play a game. I watch TV too, and they throw shoes at me. I take the shoes into my room. I like shoes!



**H** At 9 o'clock I take Luke to our room in the loft. He's a good pet so he can sleep in my bed. I usually fall asleep right away. After my busy day I'm dog-tired.



**2 Check the information** → WB 37/77-78  
Is this right or wrong? Correct what's wrong.  
Example: Sentence 1: That's wrong. Luke is Sherlock's pet.

1. Jamie is Sherlock's pet.
2. Luke makes Sherlock's breakfast before his own breakfast.
3. Mr Elliot usually goes to work early.
4. Mrs Elliot works in the afternoons.
5. Sherlock sometimes sees rabbits in the garden.
6. Dog school is on Saturdays.
7. The teacher says "Sit!" – and then Sherlock sits down.
8. Sherlock likes picnics because there are nice tables in the park.
9. The Elliots watch TV and throw shoes.
10. Luke and Sherlock go to bed at 9:30.

**3 Talk about the story**  
Say why you like or don't like the story.

**4 Work with the story** → WB 37/76, 38/20  
a) Find headings for the pictures. Example: Picture 1: Sherlock and his family

pSuS wandeln vier der acht Minitexte in einen Film um, hier 3-er Gruppen/p



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