Multi-Skills-Matrix

Stand: 19.10.2020

Jahrgangsstufe	6 auf Englisch (Vorkurs Bilingualer Zug)
Fach/Fächer	Informationstechnologie/ Bilingualer Zug
Übergreifende Bildungs- und Erziehungsziele	Medienbildung
Zeitrahmen	90 min.
Benötigtes Material	Arbeitsblätter

Kompetenzerwartungen

Informationstechnologie   Lernbereich 1: Anfangsunterricht

IT   1.1   Texterfassung

Die Schülerinnen und Schüler…

- erfassen einfache Texte griffsicher mit dem Zehnfingersystem.

- erkennen, analysieren und verbessern Fehler bei der Texteingabe und setzen gezielt Möglichkeiten zu deren Vermeidung ein.

- wenden die Grundfunktionen eines Textverarbeitungsprogramms an und führen einfache Formatierungen an Fließtexten durch.

- beachten bei der Arbeit am Computer wichtige ergonomische Aspekte, um ihre Leistungsfähigkeit zu erhalten und gesundheitlichen Schäden vorzubeugen.

IT   1.5   Einführung in die Bildbearbeitung

Die Schülerinnen und Schüler…

- erstellen und speichern digitale Bilder unter Berücksichtigung wichtiger Einheiten und Begriffe der Bildbearbeitung.

- nutzen typische Methoden der Bildbearbeitung, um Pixelgrafiken zu erzeugen und zu verändern.

IT   1.7   Informationsbeschaffung- und -präsentation

Die Schülerinnen und Schüler…

- sammeln Informationsmaterial, setzen sich kritisch mit den Inhalten auseinander und bewerten deren Informations- und Wahrheitsgehalt.

IT   1.6   Einführung in die Tabellenkalkulation

Die Schülerinnen und Schüler…

- erstellen und gestalten Tabellen, um numerische Daten übersichtlich darzustellen.

- nutzen geeignete Modelle, um Lösungswege für einfache Aufgabenstellungen zu entwickeln und diese in einem Tabellenkalkulationsprogramm umzusetzen.

Hinweise zum Unterricht

Da im Vorkurs Schülerinnen und Schüler zusammen kommen, die aus unterschiedlichen Klassen stammen, ist es schwierig, Aufgaben zu finden, die für alle Schülerinnen und Schüler gleich anspruchsvoll sind. Da es darum geht, Gelerntes nun in der Fremdsprache anzuwenden, eignet sich eine Matrix von verschiedenen Kompetenzbereichen gut dazu, alle Schülerinnen und Schüler anzusprechen, was die Motivation zudem steigert.

Diese Unterrichtsstunde ist also als Matrix-Stunde angelegt, in der die Schülerinnen und Schüler aus vier Kompetenzbereichen Aufgaben mit unterschiedlichem Schwierigkeitsgrad aussuchen können.

Die Bedingungen dafür sind,

- dass aus jedem Kompetenzbereich (Spreadsheets 7 Typing / Gathering Information / Image Editing) mindestens eine Aufgabe ausgewählt wird,
- dass maximal zwei Aufgaben mit niedrigem Schwierigkeitsgrad (Symbol: „!") gewählt werden,
- dass mindestens eine Aufgabe mit mittlerem Schwierigkeitsgrad (Symbol: „!!") gewählt wird,
- dass mindestens eine Aufgabe mit höherem Schwierigkeitsgrad (Symbol: „!!!") gewählt wird.

Im Sinne der Differenzierung dürfen die Schülerinnen und Schüler auch mehr als eine Aufgabe mit mittlerem (Symbol: „!!") oder höherem (Symbol: „!!!") Schwierigkeitsgrad wählen, wenn sie das möchten und dafür eine Aufgabe mit niedrigerem Schwierigkeitsgrad weglassen.

Aufgabe

Die Schülerinnen und Schüler sollen nach Erläuterung des Matrix-Konzeptes und Durchsprechen der 12 möglichen Aufgaben, die vier Aufgaben auswählen und in ihren Arbeitsplan (S. 6) eintragen, die sie erledigen möchten.

Um sicherzustellen, dass alle Schülerinnen und Schüler das Konzept verstanden haben, lesen einige Schülerinnen und Schüler ihre Auswahl vor („I picked task number w, x, y, and z." / „I would like to do task w, x, y, and z." etc.), wobei die Lehrkraft an der Dokumentenkamera / OHP die Aufgaben an der Matrix zeigt und so kontrolliert, dass alle Bedingungen erfüllt sind.

Danach wird abgeklärt, wo welche Datei zu speichern ist.

Die Schülerinnen und Schüler werden auf den Zeitrahmen ihrer Aufgaben hingewiesen (circa 65 Minuten).

Für die nächsten 65 Minuten arbeiten die Schülerinnen und Schüler selbstständig, die Lehrkraft steht unterstützend als „Coach" zur Verfügung und kann so evaluieren, wie die Schülerinnen und Schüler mit den einzelnen Aufgaben / Kompetenzbereichen zurechtkommen.

COMPUTING AROUND-TASKS

CLIL PrepCourse 6

Choose your tasks!

This is what you should do: Pick your tasks!

Look at this table of tasks.

You must do **four tasks** today. You must pick at least one from each group.

1. You must do **two tasks** that are marked with one **!**
2. You must do **one task** that are marked with two **!!**
3. You must do **one task** that is marked **!!!**

	!	!!	!!!
Spread-sheets	**TASK 1:** Use **spreadsheet calculation application** to make a "To Do" list for a friend. Save it to your drive. The information you need is on page 2. (todo.xlsx)	**TASK 2:** Use **spreadsheet calculation application** to make a timetable for a friend. The information you need is on page 2. Save it to your drive .(timetable.xlsx)	**TASK 3:** Use **spreadsheet calculation application** to make a invoice (RECHNUNG) list for a friend. The information you need is on page 3. Save it to your drive. (invoice.xlsx)
Typing	**TASK 4:** Type texts #1-3, p. 4. Save them to your drive (rhymes1.doc).	**TASK 5:** Type texts #1-5, p. 4 and 5. Save them to your drive (rhymes2.doc).	**TASK 6:** Type texts #1-8, p. 4 and 5. Save them to your drive (rhymes3.doc).
Gathering information	**TASK 7:** Find this out on the Internet: **Where** is **Mount Cook** and **how high** is it? Write the answer on page 6!	**TASK 8:** Find this out on the Internet: **How much** does a ticket to the **Tokyo Zoo** cost for **students** (13-15)? Write the answer on page 6!	**TASK 9:** Find this out about the **John J. Young Middle School** in **Mishawaka, Indiana, USA** on the Internet: What is the name of the **principal** (Schulleiter/in)?, **Which animal** is their mascot? What is the **phone number** of the school? **Write the answer on page 6!**
Image Editing	**TASK 10:** Try to create a **picture of you** with **image processing software** and save it on your drive (thatsme.jpg).	**TASK 11:** Try to create a **picture of a house with a garden with a tree** and some nice flowers with a **image processing software** and save it on your drive (house.jpg).	**TASK 12:** Try to create a **picture of the entrance (Eingang) of your school** with **image processing software** and save it on your drive (ourschool.jpg).

1

CLIL PrepCourse 5

Task 1
To do - list

Paul has a lot to do this week.
He wrote some things on a piece of paper.
He mustn`t forget anything.
Help him and make a "To do" - list for him. It should look like this:

Day	Task	Done!
Monday	tidy room	☑
Monday		
Tuesday		

tidy room - Monday
go to the shops for Mom - Friday
go to Karate - training - Wednesday
practice IT - typing - Tuesday, Thursday, Saturday
buy birthday present for Tim - Saturday
visit Tim`s birthday party - Sunday
help grandma in the garden - Monday, Saturday

TASK 2:
Timetable

Ricky is new at our school. He needs a timetable. The secretary tells him his subjects, teachers, class rooms and the lessons. Help him and make a timetable for him. It should look like this:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:50	PHYSICS Mr Logan Ph3				
8:50-9:35	ENGLISH Mrs Smith E5				

"Your English teacher is Mrs Smith. Her room is E5. You`ll see her on Mondays 2nd lesson, on Wednesdays 3rd lesson and on Fridays 6th lesson. Mr Mayer teaches German and History in room D3. You`ll have German lessons on Tuesdays, 1st and 2nd lesson and also on Wednesday, 1st lesson and Thursday 6th lesson. History will be on Fridays the 1st and 2nd lesson you will have. Maths is in room M2, this is Mrs Miller`s room. You will see her on Tuesdays 4th lesson, on Wednesdays 2nd lesson and on Fridays 3rd and 4th lesson. P.E. is of course in the Gym on Mondays in the 5th and 6th lesson. Your P.E. teacher`s name is Mr Brown. Biology and Geography are Mrs Carson`s subjects. She sees her students in the Biology lab. Biology is on Thursdays in the 1st and 2nd lesson. Right after that you`ll have two lessons of Geography. ITC (=IT) is in the IT lab 2 Tuesdays in the 5th and 6th lesson. Your ITC teacher is Mrs Fisher. R.E. for you is in room R1. That`s Mr Grant`s room. You`ll see Mr Grant on Wednesdays and Thursdays in the 6th lesson. Your Crafts teacher is Mr Sneyder. You will work in craft room 2 on Mondays in the 3rd and 4th lesson. Mrs Logan teaches physics in Ph3. You`ll see here there on Mondays, that`s the 1st lesson, and on Tuesdays, that`s in the 3rd lesson. Chemistry is in the Chem Lamb 1. Mr Forbes works there. You`ll go there on Wednesdays, 4th and 5th lesson. Oh, I forgot. Of course there is another maths lesson on Fridays.

2

CLIL PrepCourse 5

TASK 3:
Invoice

Mr Fletcher sells comic books. Mr. Dillard bought some comic books from him on the internet. Now Mr Fletcher needs to write an invoice (Rechnung). Make the spreadsheet calculation application calculate the money Mr Dillard has to pay to Mr Fletcher (All the gray boxes!!!). Help Mr Fletcher and make an invoice for him. It should look like this:

Date: 2020-06-29	INVOICE		Fletcher's Comic Shop	
Name of buyer:	Mr Dillard			
Item #	Amount	Item name	Single Price	
1	1	Funny Halloween Special	$ 4.90	$ 4.90
2	2	Superhero I	$ 3.75	$ 7.50
3	1	Frogman saves the World	$ 5.20	$ 5.20
4	1	Dagobert and the bank crash	$ 2.59	$ 2.59
5	3	The Giant - Big Steps	$ 5.00	$ 15.00
6	1	Manga East sees West	$ 3.25	$ 3.25
TOTAL	**9**			**$ 38.44**

3

CLIL PrepCourse 5

Texts

1#

Yankee Doodle came to town,
A-ridin' on a pony;
He stuck a feather in his hat
And called it macaroni.

Yankee Doodle keep it up,
Yankee Doodle Dandy;
Mind the music and the steps
And with the girls be handy.

Father and I went down to camp,
Along with Cap'n Goodwin;
The men and boys all stood around
As thick as hasty puddin'.

Yankee Doodle keep it up,
Yankee Doodle Dandy;
Mind the music and the steps
And with the girls be handy.

2#

On top of spaghetti,
All covered with cheese,
I lost my poor meatball
When somebody sneezed.
It rolled off the table
And onto the floor,
And then my poor meatball
Rolled right out the door!
It rolled in a garden
And under a bush
Now my poor meatball
Was nothing but mush
The mush was as tasty
As tasty could be
Early next summer
It grew into a tree
The tree was all covered
With beautiful moss
It grew lovely meatballs
In a tomato sauce
So if you like spaghetti
All covered with cheese
Hold on to your meatballs
And DON'T EVER SNEEZE!
A-A-A-CHOO !!

3#

Mary had a little lamb,
little lamb, little lamb,
Mary had a little lamb, its fleece was white as snow.
And everywhere that Mary went,
Mary went, Mary went,
and everywhere that Mary went, the lamb was sure to go.

It followed her to school one day
school one day, school one day,
It followed her to school one day, which was against the rules.
It made the children laugh and play,
laugh and play, laugh and play,
it made the children laugh and play to see a lamb at school.

And so the teacher turned it out,
turned it out, turned it out,
And so the teacher turned it out, but still it lingered near,
And waited patiently about,
patiently about, patiently about,
And waited patiently about till Mary did appear.

"Why does the lamb love Mary so?"
Love Mary so? Love Mary so?
"Why does the lamb love Mary so," the eager children cry.
"Why, Mary loves the lamb, you know."
The lamb, you know, the lamb, you know,
"Why, Mary loves the lamb, you know," the teacher did reply.

4

CLIL PrepCourse 5

4#

Polly, put the kettle on,
Polly, put the kettle on,
Polly, put the kettle on,
We'll all have tea.

Sukey, take it off again,
Sukey, take it off again,
Sukey, take it off again,
They've all gone away.

Blow the fire and make the toast,
Put the muffins on to roast,
Blow the fire and make the toast,
We'll all have tea.

5#

Jack, be nimble,
Jack, be quick,
Jack, jump over
The candlestick.

Jack jumped high
Jack jumped low
Jack jumped over
and burned his toe.

#6

Curly Locks, Curly Locks,
Will you be mine?
You shall not wash dishes,
Nor feed the swine,
But sit on a cushion
And sew a fine seam,
And sup upon strawberries,
Sugar, and cream.

#7

Good night, sleep tight,
Don't let the bedbugs bite.
And if they do
Then take your shoe
And knock 'em 'til
They're black and blue!

#8

1, 2
One, two, buckle my shoe;
3, 4
Three, four, knock at the door;
5, 6
Five, six, pick up sticks;
7, 8
Seven, eight, lay them straight;
9, 10
Nine, ten, a good fat hen;
11, 12
Eleven, twelve, dig and delve;
13, 14
Thirteen, fourteen, maids a-courting;
15, 16
Fifteen, sixteen, maids a-kissing;
17, 18
Seventeen, eighteen, maids a-waiting;
19, 20
Nineteen, twenty, I've had plenty.

5

Answer sheet

CLIL PrepCourse 5

TASK 7:
Mount Cook

LOCATION (Where?)	
HIGHT (How high?)	

TASK 8:
Ticket price for Tokyo Zoo for student (13-15)

PRICE	¥

TASK 9:
John J. Young Middle School

Name of principal	
School mascot	
Phone number	

6

My Work Plan

❗	Task 1	Task 4	Task 7	Task 10

Pick no more than 2 tasks and mark ✗ them.

👥	Task 2	Task 5	Task 8	Task 11

Pick at least one tasks and mark ✗ them.

👤👤👤	Task 3	Task 6	Task 9	Task 12

Pick at least one tasks and mark ✗ them.

Anregung zum weiteren Lernen

Als Hausaufgabe können sich die Schülerinnen und Schüler ein oder zwei Aufgaben aussuchen, die sie erledigen möchten.

Quellen- und Literaturangaben

Texte: Amerikanische und Britische Kinderreime - Allgemeingut

Bild/Foto Computer © ClipDealer