Task	*Where is Michael's hat?* – Creating an interactive search game
	Topic: At Home / Our House **Learner group: Year 3/4**
Learners' pre-knowledge	The learners • know colours, items of clothing, prepositions • are familiar with the BookCreator functions 'Insert image', 'Insert text' and 'Insert sound' • can use written templates / model texts to create their own text
Competences	**Communicative competences** – Speaking and writing The learners write short sentences to express their writing intentions, also with the help of templates. The learners write short texts (including descriptions, profiles, messages, e-mails, invitations, poems, puzzles) based on their interests, using sentence building blocks and their own constructions.

Expected outcome

Learning levels	Description	Expected outcome
Level 1 Imitation and Reproduction	The learners use the frequently practised words and phrases. Errors occur in both writing and speaking. They need support when creating the search game with the BookCreator.	Where is Michael's hat? The hat is in the bedroom. It is in in the bed. The dress is in the kitchen. It is next to the oven. The shoes are in the cellar. They are on the lamp. The socks are in the attic. They are under the shelf. The coat is in the living room. It is next to the sofa. The scarf is in the bathroom. It is in the sink. Numerous spelling mistakes, incorrect use of prepositions, confusion between singular and plural.
Level 2 Reproduction and first attempts to express one's own ideas.	The learners use familiar words and the sentences they have learned in a meaningful way to create their search game. They also use the *mind map* and the language posters quite independently and choose from a range of options.	Where is Michael's hat? The hat is in the bedroom. It is in in the bed. The dress is in the kitchen. It is next to the oven. The shoes are in the cellar. They are on the lamp. The socks are in the attic. They are under the shelf.

			The coat is in the living room. It is next to the sofa.
			The scarf is in the bathroom. It is in the sink.
			Some errors in spelling, use of prepositions, distinction between singular and plural.
	Level 3 Increasingly independent construction	The students add to and modify given sentence structures to make their search game interesting. They use support, including (online) dictionaries, independently. They use the *mind map* as a template. They work independently with the BookCreator.	Model text: Where's Michael's hat? The hat is in the bedroom. It is in in the bed. The dress is in the kitchen. It is next to the oven. The shoes are in the cellar. They are on the lamp. The socks are in the attic. They are under the shelf. The coat is in the living room. It is next to the sofa. The scarf is in the bathroom. It is in the sink.

Task as workplan	Contextualisation: Teacher presents the story *Fox's socks* by Julia Donaldson and Axel Scheffler (see material 1). A fox is looking for his socks. He finds various items of clothing in his home in the most unlikely of places. But his socks only turn up at the very end. Pupils learn that they can create a search game themselves using the BookCreator app. They hide items of clothing in a house, which a classmate has to find. To do this, the vocabulary for the topic *clothes* is repeated first (e.g. with the game *Guess who!* Teacher describes the clothes of a child, and pupils have to guess who is meant. Afterwards, the game is played in pairs). Introducing the *At Home* words: the English words for rooms in the house (*bedroom, living room, kitchen, bathroom, attic, cellar*) and furniture (*sofa, bed, table, chairs, TV, lamp, wardrobe, toilet, shower, washbasin*) are introduced using pictures and word cards. The prepositions *behind, next to, in, under, on, opposite* are also repeated. The game: Where are Michael's clothes? Teacher introduces Michael to the children. Like Fox in the story by Julia Donaldson and Axel Scheffler, she is also looking for her clothes. However, she has not only lost one piece of clothing, but six. L shows the picture of Pat's house (picture of a house in section) and asks the students if they have any idea where she might have put her hat, for example. The phrases *Where is...? // Is it behind/under/next to/opposite*

the... // Yes, it's.../No, it isn't..., which are needed to create your own search games, are introduced.

Create a search game in BookCreator: Pupils research images of items of clothing and images of rooms (*bedroom, living room, kitchen, bathroom, attic, cellar)* and save them on their tablets. Children can also create these images themselves at home using the camera function on their tablet.

They select a name for a child. They don't have to follow the rhyme scheme as in the book. They select six items of clothing that need to be searched for. Then they create a new page in BookCreator. They select the 'landscape format'.

First, create a cover page for your treasure hunt. Insert a text box and write, for example, Where is Michael's hat? An interactive game by Lisa Müller. Then insert a new page. The first item of clothing is hidden in the first room. First insert the question as a text box: e.g. *Where is Michael's hat?* Or: *Where is Michael's shirt?* etc. Then they insert the picture of the first room, making sure that it is displayed as large as possible. They then place various 'sound' symbols on the image. The children create the necessary audio files themselves. First, they select a location for the missing item of clothing: *Yes! The hat is in the bedroom. It is behind the bed!* Or: *No! The hat is not on the desk.* As many other locations as the students want are added with further audio files: *No, It is not next to lamp.* Or: *No, Michael's hat is not next to the chair*

https://read.bookcreator.com/a8otdIHL7YVmmX7cUGgdJHeXWD32/Ktev1X-mTmWpTMBwjACm2A

Bild: Colourbox

Then more pages are inserted. Following the same pattern, further items of clothing are hidden in the kitchen, bathroom, cellar, attic and living room.

	Finally, the search game is saved as an ePub file and shared with classmates. While playing, the children note the places where they found the items of clothing. For example:
	Where's Michael's hat?
	The hat is in the bedroom. It is in in the bed.
	The dress is in the kitchen. It is next to the oven.
	The shoes are in the cellar. They are on the lamp.
	The socks are in the attic. They are under the shelf.
	The coat is in the living room. It is next to the sofa.
	The scarf is in the bathroom. It is in the sink.
Summary	· Contextualisation and activation of prior knowledge through an authentic flap book
	· Reactivation of familiar vocabulary on the topic of *clothes*
	· Introduction of vocabulary on the topic of *our house* and *our furniture*
	· Presentation of an exemplary search game using a poster
	· Creating your own search game using the BookCreator app
	· Search games are shared and can be played
	· Content-related and linguistic feedback from the teacher and students
	· Revision of one's own search games according to content-related and formal criteria
Differentiation	· Selection and number of missing items of clothing
	· Number of audio files
	· Decentralised/individual support from the L
	· *Mind map* clearly visible in the classroom with questions and answers for the treasure hunt (*Where is...? It is behind/below/next to/in/opposite the...).* Posters with vocabulary on the topics of clothes and our house.
	help desk: picture cards, picture word cards (pieces of clothing, rooms in the house, furniture), digital dictionaries, dictionaries with hearing sticks, texts and books about animals with additional information, *support cards* with sentence structures, exemplary search game, *mind map*
Feedback and Assessment	Creating the search game with BookCreator:
	• Scope of the search game, taking into account the different areas of demand
	• Meaningful addition of sentences and vocabulary
	• Expansion and modification of sentences and vocabulary
	• Factual correctness of information

	• Formal correctness, correct transcription, comprehensible pronunciation • Appropriate arrangement of images, text and audio files *Language (learning) awareness:* • How did I go about creating the search game? What helped me? What was difficult? • How can I remember the spelling/pronunciation of the words? Which words are difficult to write/pronounce? Which are easy? • How and where can I find unknown words? • What did I find easy/difficult about the image research? • What did I find easy/difficult about creating audio files?
Material	Fox's socks (Julia Donaldson/Axel Scheffler 2003. Basingstoke: Macmillan Children's Books): Poor old Fox has lost his socks. He looks in a chest and finds his vest. On it goes. "But I've got cold toes!" Under the stair is a shirt to wear. The shirt goes on. "But my socks! They've gone!" In a cupboard up high, he finds his bow tie. The tie looks neat. "But I've got bare feet!" Under the mat he finds his hat. "But were are my socks?" Says poor old Fox. He looks in the clocks, and finds one sock. But Fox needs two. What can he do? Open the box! At last, two socks!