

# MINI PROJECT 3

13.1. TITLE	MINI PROJECT 3: What can we do in England?					13.2. MAIN SUBJECT	English					
						13.2.1. RELATIONSHIP WITH OTHER SUBJECTS	Digital domain					
13.3. BASIC INFORMATION	CYCLE	High	GRADE	6 <sup>th</sup>	TERM	2 <sup>nd</sup>	SESSIONS	18	LENGHT	6 weeks approximately		
13.4.TIME, SPACE AND STUDENTS MANAGEMENT	<p>The mini project has <b>eighteen lessons</b>. Each week, students will have two hours and a half of English. Quite all lessons are divided in <b>three arts</b> were different activities are developed. Students will work in different length of <b>groups</b>; in pairs, in groups of four or seven, depending on the activity. There are also <b>individual activities</b> such as the games (Kahoot, reinforcement and extension activities, in debates or brainstorming in which they are asked to share their opinion). So, all students will have the chance to <b>interact</b> and think by themselves. So, students will be grouped depending on the task and will be allowed to <b>move around</b> the class in order to enhance their interactions.</p>										LEGEND	
											Oral communication	
											Reading comprehension	
											Written comprehension	
										Plurilingual and multicultural domain		
13.5. DIMENSIONS AND COMPETENCES						13.6. MAIN AIMS						
ENGLISH LANGUAGE						AIMS		DIMENSIONS		ASSESSMENT CRITERIA		
<ol style="list-style-type: none"> <li>1. Oral communication dimension BC2</li> <li>2. Reading Comprehension dimension BC4 / BC6</li> <li>3. Written Expression dimension BC8</li> <li>4. Plurilingual and intercultural dimension BC12</li> </ol>						To detect important places from England.		X	X		X	Good research about important points when visiting England
						To acquire knowledge about important buildings or monuments in England.		X	X	X	X	
						To do a mural for each important place				X	X	Good-looking and clear mural
						To decide which are we visiting and why.		X			X	
DIGITAL DOMAIN												
<ol style="list-style-type: none"> <li>1. Instruments and its application dimension BC2</li> <li>2. Treatment of the information and organization of working and learning environments BC4 / BC5</li> <li>3. Interpersonal communication and collaboration BC7</li> <li>4. Digital citizenship and civility BC9 / BC1</li> </ol>												

13.7. MEASURES AND SUPPORTS	13.8. MATERIALS, DIDACTIC RESOURCES FOR THE ACTIVITIES	
<p><u>UNIVERSAL</u>: Activities will be developed using different resources, using images when possible and words, making sure all students' capacities can be developed. Moreover, <b>different grouping</b> will be fostered, in order to enhance knowledge <b>exchange</b> and social relationships. Also <b>formative assessment</b> will be done, as well as <b>personalizing</b> the learning process.</p> <p><u>ADDITIONAL</u>: Some adaptations to the activities will be done, as the students is having <b>home instruction</b>.</p>	13.8.1. SCHOOL'S AND TEACHER'S (general)	13.8.2. STUDENTS'
	<p><b>13.9. METHODOLOGICAL APPROACHES USED</b></p> <p><b>Cooperative Learning</b> will be used along the mini project, as a way to deal with diversity and peer-learning. Moreover, is a way to ensure students develop an active role in class.</p> <p>Overall, all activities are <b>Student-centred</b>, as student is the most important aspect in education, who will have to solve problems by themselves, like in <b>Silent Approach</b>.</p> <p>English language will be the only one used, a character from <b>Natural Approach</b>.</p>	<ul style="list-style-type: none"> <li>- World map</li> <li>- Prezi with pictures of the places shared to choose them.</li> <li>- Team quiz</li> <li>- Kahoot</li> <li>- Material for elaborating monuments information mural</li> <li>- PC and tabs with Internet connection</li> <li>- Webquest</li> <li>- Board game + dices + game pieces</li> <li>- Post-its</li> <li>- Skype account</li> <li>- Evaluation tools</li> <li>- Printer</li> <li>- Reinforcement and extension activities</li> </ul>
13.10. MAIN CONTENTS (High cycle for 1 <sup>st</sup> foreign language)		
<p><b>English language</b></p> <p><u>Oral Communication:</u></p> <ul style="list-style-type: none"> <li>- Rules that regulate communication and oral interaction: turn of speech, voice tone, respect for others intervention.</li> <li>- Use of English structures in oral productions.</li> </ul> <p><u>Reading comprehension:</u></p> <ul style="list-style-type: none"> <li>- Reading of different texts in paper or digital support to get general sense and extract specific information.</li> <li>- Use of digital or paper dictionaries to comprehend words and expressions</li> </ul> <p><u>Written expression:</u></p> <ul style="list-style-type: none"> <li>- Rules for the correct presentation of written texts.</li> </ul>		

Knowledge of the functioning of the language and its learning:

- Abilities and strategies to learn new vocabulary, expressions and structures and reflection about the self-learning.
- ICT resources for working basic and extension vocabulary and linguistic structures in the foreign language.
- Valuation and self-confidence for the learning a foreign language as a tool for doing activities, as a learning tool, as a tool to access knowledge and as a communicative language in and outside the class.

Plurilinguism and interculturality:

- Valuation, respective and receptive attitude towards people that speak other languages or variants of Catalan or Spanish and have a different culture than our own.

**13.11. ACTIVITIES DEVELOPED ALONG THE DIDACTIC UNIT**

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Session 1 (60 min) 05.12.18	14'	Warm-up: Look at the mural: how has it evolved and what do we know until now. A quick review of the English Speaking Countries.	
	40'	Presentation of the new mini project. <b>Cooperatively</b> , lay down the <b>aims and evaluation criteria</b> . Explain the final product. Quick explanation on how we are going to work and what. Do the schedule or plan for developing the mini project all together.	X
	6'	Watch a <b>video</b> about some information about England. <a href="https://www.youtube.com/watch?v=rOKyUMPTT98">https://www.youtube.com/watch?v=rOKyUMPTT98</a>	
Session 2 (60 min) 10.12.18	10'	Warm-up: <b>review</b> the new <b>project's characteristics</b> –final product, aims, what to do and learn-.	
	16'	Do a <b>Brainstorm</b> about what <b>tools</b> can be <b>used to look for</b> places we want to visit. Then <b>list them</b> on the mural. Remember they have to be available for the school. Some examples: internet, tourist blogs, trip magazines, trip guides, among others.	X
	30'	Start looking for places (with the available resources). Store information in the net on <b>Symbaloo</b> . <a href="http://www.symbaloo.com">www.symbaloo.com</a>	X
	4'	Watch a <b>video</b> about the top ten <b>places to visit in England</b> . <a href="https://www.youtube.com/watch?v=Df9XgmiMzOM&amp;t=27s">https://www.youtube.com/watch?v=Df9XgmiMzOM&amp;t=27s</a>	
Session 3 (60 min) 12.12.18	7'	Warm up: <b>Locate</b> top ten <b>places</b> showed in: <a href="https://www.youtube.com/watch?v=Df9XgmiMzOM&amp;t=27s">https://www.youtube.com/watch?v=Df9XgmiMzOM&amp;t=27s</a> in the world map of the <b>mural</b> .	X
	30'	<b>Search</b> interesting <b>places</b> or spots to visit in England. Remember to store the links at <b>Symbaloo</b> . <a href="http://www.symbaloo.com">www.symbaloo.com</a>	X
	15'	<b>Share</b> the new <b>places found</b> and <b>locate them</b> in the world map using <b>labels</b> with their names.	X
	8'	Do a <b>Word Art</b> with the places' names. <a href="http://www.wordart.com">www.wordart.com</a>	X
Session 4 (30 min) 14.12.18	30'	Play a <b>board game</b> about England. There will be four boards and so, the class will be divided in four groups.	
Session 5 (60 min)	10'	Warm-up: <b>Put images</b> of the different places <b>around the class</b> and say names. Students need to <b>go to the image</b> that matches the name said.	X
	10'		

17.12.18		<b>Review questions structures</b> and what do we want or need to ask.	
	25'	Do a <b>video call</b> with the exchange school. <b>Ask information</b> about some of the <b>places</b> we have found interesting (these places will be previously send to the teacher). Write down interesting information.	X
	15'	<b>Share notes</b> taken <b>from the video</b> call and write them down on the mural using <b>Post-it</b>	X
Session 6 (60 min) 19.12.18	10'	Warm-up: <b>Memory game</b> , match photographs or drawings of the places with their name. Use flashcards to review them.	
	30'	Do a <b>debate</b> in order to <b>choose the places</b> we want to visit. In order to choose them, project a picture and then analyse positive and negative aspects of each one. Students have to say them such as: I like it, It is near...., It is interesting because..., it is far from city centre...	X
	15'	<b>Write down</b> the <b>ideas shared</b> in a grid to compare and <b>decide</b> . Start the <b>Webquest</b> about monuments. <b>Work in pairs</b> and choose a monument (each pair a different one). <a href="http://createwebquest.com/node/52153">http://createwebquest.com/node/52153</a>	
	5'	<b>Remember</b> what will be evaluated. Go see the <b>aims</b> and <b>assessment criteria</b> on the mural posted in class.	
Session 7 (30 min) 21.12.18	30'	Continue doing the <b>Webquest</b> (speaking was done the previous day) <a href="http://createwebquest.com/node/52153">http://createwebquest.com/node/52153</a>	X
Session 8 (60 min) 07.01.19	5'	<b>In pairs</b> of work, review <b>what was done</b> and <b>what is missing</b> to finish the webquest. <a href="http://createwebquest.com/node/52153">http://createwebquest.com/node/52153</a>	
	55'	Continue doing the <b>Webquest</b> .	X
Session 9 (60 min) 09.01.19	15'	Warm-up: Quick <b>review</b> of the <b>places</b> which are going to be visited using <b>Kahoot</b> <a href="https://create.kahoot.it/details/important-places/6cb8bc81-f5bd-4074-b35a-553edcde62ac">https://create.kahoot.it/details/important-places/6cb8bc81-f5bd-4074-b35a-553edcde62ac</a>	X
	45'	Continue the webquest and finish it. If finish it before the end of class they can start doing <b>extension</b> and <b>reinforcement activities</b> .	X
Session 10 (30 min) 11.01.19	30'	Make short and simple questions: Why should we visit _____ ? And the pair has to explain something interesting about the place, monument, street, square... .	
Session 11 (60 min) 14.01.19	20'	Quick <b>review</b> of the <b>monuments and buildings</b> names' using the memory game.	X
	40'	Do <b>reinforcement and extension game activities</b> . <a href="http://aulaz.org/">http://aulaz.org/</a>	X

Session 12 (60 min) 16.01.19	15'	Divide the class in <b>two groups</b> . Each group is in charge of <b>four different places</b> from England. Give the places to each group	
	35'	Explain the activity. They have to <b>share information</b> about the important places making an <b>explanation</b> on their own in a little mural, where they can <b>add pictures</b> and need to be <b>QR codes</b> to address people to information webpages or similar pages.	X
	10'	<b>Share the places</b> with the other group in order not to repeat them and make sure each group have its monument and its space to post them.	
Session 13 (30 min) 18.01.19	30'	<b>Team quiz</b> about <b>England</b> monuments or information about them. Divide the class in <b>two teams</b> . The game will ask a question and team one has a minute to think. If they say it wrong it is team two turn. The team that says the answer will win the points. Then the other way. <a href="https://www.playfactile.com/londonimportantplaces">https://www.playfactile.com/londonimportantplaces</a>	X
Session 14 (60 min) 21.01.19	5'	<b>Explain what will be assessed</b> about the mini mural of each monument.	
	40'	<b>Do the murals in groups</b> . The pair that has done the Webquest together could do the mural together but if necessary they can be divided in order that everybody could develop their strong points. The ones who are better writing could write the information while the best ones in designing could create a good-looking mural. Murals should include the price for visiting each monument or building.	X
	15'	<b>Explain</b> next day's activity <b>and decide</b> how we are going to explain the information to our schoolmates. Remember to use simple words, speech slowly and use a lot of non-verbal communication.	
Session 15 (60 min) 23.01.19	20'	<b>Decide</b> where each monument will be shared. They can be post around all the school.	
	30'	<b>Finish the QR codes</b> and its mural. They can use <a href="https://www.unitag.io/es/qrcode">https://www.unitag.io/es/qrcode</a> to generate and design their QR codes. Go <b>stick</b> all the monuments label or <b>mural</b> information and investigate other groups' murals.	X
	10'	<b>Put information</b> from the monuments murals and QR codes <b>on the project mural</b> . See how it is developing.	X
Session 16 (30 min) 25.01.19	30'	<b>Go to all classes</b> in order to <b>explain what QR codes are about</b> and what can they find on them. This needs to be <b>easy and simple</b> to understand for younger students.	
Session 17 (60 min) 28.01.19	10'	<b>Review plan done</b> and check if all has been done. Check aims to see if they have been reached.	
	10'	Quick review of the monuments and buildings names using the <b>memory game</b> .	X
	10'	Do <b>self and pee-assessments</b> about the monuments murals	X
	20'	<b>Locate the monuments on an online map</b> –such as Google Earth or <b>Google Maps</b> - which will be edited in the next mini project. <a href="https://earth.google.es">https://earth.google.es</a>	X
	10'	Time for <b>personal reflection</b> about one's learning process done.	

Session 18 (60 min) 30.01.19	10'	Finish locating the points we want to visit on the map.	
	20'	<b>Whole class evaluation</b> talking about if <b>aims</b> have been <b>achieved</b> or not. What have we learnt that we didn't know before.	X
	20'	<b>Reach common conclusions</b> on what we have earned and create a key sentence for each monument or building we are visiting.	X
	10'	Write down on the mural the conclusions reached working as a whole class.	

### 13.12. EVALUATION

13.12.1. EVALUATION TOOLS	13.12.2. EVALUATION CRITERIA	13.12.3. EVALUATIONS PROCEDURES
<ul style="list-style-type: none"> <li>- Mini mural rubric assessment</li> <li>- Kahoot's results</li> <li>- Reinforcement and extension activities</li> <li>- Mini presentations</li> <li>- Team quiz results</li> <li>- Webquest</li> <li>- Direct observation grid</li> </ul>	<p>Students will establish by themselves the evaluation criteria, as a way to imply them in their learning process while developing a critic point of view.</p> <p>Teacher will make sure that at list the previously ones mentioned are assessed.</p>	<p>Evaluation will be done in a continuous and global way, giving importance to all the activities done along the project. Peer and self-assessment is a really interesting way of knowing which is the students' point of view and reinforce the critic point of view on them, especially to think deeply about their learning process and their achievements. It will also be formative.</p>

### 13.13. REDESIGN AFTER THE IMPLEMENTATION OF THE MINIPROJECT AND IMPROVEMENTS

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