

# MINI PROJECT 4

14.1. TITLE	MINI PROJECT 4: How are we going to move around London?				14.2. MAIN SUBJECT		English				
					14.2.1. RELATIONSHIP WITH OTHER DOMAINS		Digital domain				
14.3. BASIC INFORMATION	CYCLE	High	GRADE	6 <sup>th</sup>	TERM	2 <sup>nd</sup>	SESSIONS	20	LENGHT	6 weeks approximately	
14.4.TIME, SPACE AND STUDENTS MANAGEMENT	<p>This mini project has <b>twenty</b> sessions. Each session is divided in <b>three main parts</b> as to start, develop and finish the lesson. Speaking sessions will be done once per week in order to foster interaction. For developing this mini project, students will <b>work cooperatively</b>. In some activities students will work in little groups taking into account diversity, but most of the time the whole class will work together as a group or team.</p> <p>The aim is to <b>enhance information exchange</b> as a way to acquire knowledge.</p> <p>Due to what was explained before, mobility around the class will be encouraged as a main feature, allowing students flow and exchange.</p>								LEGEND		
									Oral communication		
									Reading comprehension		
									Written comprehension		
									Plurilingual and multicultural domain		
14.5. DIMENSIONS AND COMPETENCES					14.6. MAIN AIMS						
<b>ENGLISH LANGUAGE</b> 13.Oral communication dimension BC2 / BC3 14.Written expression dimension B8 / BC9 15.Plurilingual and intercultural dimension BC12  <b>DIGITAL DOMAIN</b> 1. Instruments and its application dimension BC3 2. Treatment of the information and organization of working and learning environments BC5 3. Interpersonal communication and collaboration BC7 4. Digital citizenship and civility BC9 / BC10					AIMS		DIMENSIONS		ASSESSMENT CRITERIA		
					To establish our trajectory and the mean of transport used.		X		X	X	S/he has taken part in the establishment of the trajectory and the means used
					To create a video explaining our route.		X	X	X	X	S/he has helped in the creation of the video
					To master London's map					X	S/he masters London's map
					To work cooperatively.		X				S/he has worked cooperatively in pairs and in groups.

14.7. MEASURES AND SUPPORTS	14.8. MATERIALS, DIDACTIC RESOURCES FOR THE ACTIVITIES	
<p><u>UNIVERSAL</u>: Activities will be developed using <b>different resources</b>, 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 <b>knowledge exchange</b> and social relationships. Also <b>formative assessment will</b> be done, as well as personalizing learning.</p> <p><u>ADDITIONAL</u>: Some adaptations to the activities will be done, as the students is having <b>home instruction</b>.</p>	14.8.1. SCHOOL'S AND TEACHER'S (general)	14.8.2. STUDENTS'
	<ul style="list-style-type: none"> <li>- PC and tabs</li> <li>- Internet with connection</li> <li>- Project's mural</li> <li>- Means of transport memory game</li> <li>- Underground and bus maps</li> <li>- Real London map (paper and on-line)</li> <li>- Video camera</li> <li>- Movie Maker programme in computers</li> <li>- Little toys of means of transport</li> <li>- Projector</li> <li>- School's Web access</li> </ul>	<ul style="list-style-type: none"> <li>- Pencil</li> <li>- Pen</li> <li>- Paper</li> <li>- Portfolio's account</li> </ul>
14.9. METHODOLOGICAL APPROACHES USED		
<p>Students will work generally autonomously but cooperating. So, they will <b>cooperate</b> among them with the aim to achieve the aims and the <b>teacher</b> will act as a <b>helper</b> or guider rather than the one who has the knowledge.</p>		
14.10. 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>- Memorization and reproduction of oral texts such as songs, poems, rhymes, narrations, and short texts related with the curricular contents of other areas, using verbal and non-verbal language.</li> <li>- Rules that regulate communication and oral interaction: turn of speech, voice tone, respect for others intervention.</li> <li>- Preparation to get over difficulties that can arise in an interaction using strategies that help communication.</li> </ul> <p><u>Written expression:</u></p> <ul style="list-style-type: none"> <li>- Use of expressions and sentences worked at class for the production of written texts with the ICT support if needed.</li> </ul> <p><u>Knowledge of the functioning of the language and its learning:</u></p> <ul style="list-style-type: none"> <li>- Abilities and strategies to learn new vocabulary, expressions and structures and reflexion about the self-learning.</li> <li>- ICT resources for working basic and extension vocabulary and linguistic structures in the foreign language.</li> <li>- 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 communicative language in and outside the class.</li> </ul>		

Plurilinguism and interculturality:

- Valuation of the need to know other languages in order to be able to communicate with other people, seek information and know other cultures.

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

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Session 1 (30 min) 01.02.19	10'	Warm-up: <b>Explain</b> to students what the <b>mini project</b> is about	
	50'	<b>Presentation of the project.</b> Establish <b>aims</b> and <b>assessment criteria</b> along with students. Explain the <b>final product</b> . Do the schedule of the mini project.	
Session 2 (60 min) 04.02.19	5'	<b>Review</b> the <b>important points</b> of London analysed deeply (look at the murals done in the previous mini project).	
	10'	<b>Review</b> which are the main <b>means of transport</b> available in London through a memory game.	X
	20'	<b>Look for</b> underground and bus <b>maps online</b> and download them.	X
	20'	Divide the class <b>in pairs</b> . Each pair is responsible of a <b>piece of the trip</b> and has to <b>look for the different possibilities</b> to move from one point to the other. Learn how to understand and work with maps.	X
	5'	To finish, we will remember who is responsible for each piece of trip.	
Session 3 (60 min) 06.02.19	10'	<b>Review</b> the <b>means of transport</b> available in London by using a memory game.	X
	40'	<b>Find out</b> different <b>possibilities</b> to move from one point to the other using the maps downloaded previously and consider other means such as walking. Students will work <b>in the pairs</b> done in the previous session.	X
	10'	<b>Quick review</b> to confirm <b>all means of transport</b> have been <b>taken into account</b> .	
Session 4 (30 min) 08.02.19	30'	<b>Ask questions</b> such as: <i>"How do you go to school?"</i> , <i>"How do you go home?"</i> or <i>"Do you use a scooter to do to the sport centre?"</i> The aim is to use all the different means of transport and important points or buildings in a real London map.	X
Session 5 (60 min) 11.02.19	15'	Warm-up: <b>Remember what</b> to ask <b>and how</b> by practising questions of asking for information.	X
	30'	Do a <b>video-call</b> with our exchange school in order to get information about different means of transport in London. We should <b>share</b> the ones we know and ask if they know any different one. Also ask for price recommendations.	X
	15'	<b>Share the information</b> and pieces of advises given by our exchange mates and write them down.	X
Session 6 (60 min) 13.02.19	15'	<b>Give guidelines to comprehend</b> underground's and buses' <b>maps</b> . Explain each colour is a different route. The names are the different stops and find the cardinal directions.	
	40'	<b>Deeply analyse</b> underground's map and <b>mark the stops</b> we need to stop for visiting each monument. Students should mark each stop and write the name of the near monument or building we would like to visit.	X

	5'	<b>List the monuments' names</b> to which underground can be used as a mean of transport.	
Session 7 (30 min) 15.02.19	30'	Do a <b>debate</b> . Each student has to give his/her opinion to the following questions and similar ones about the same topic: <i>How do you travel? Why? Do you use public transport when traveling? How do you feel in each mean of transport?</i>	X
Session 8 (60 min) 18.02.19	5'	Warm-up: <b>Answer the question</b> : "Which is the cheapest way to move from point to point?"	X
	25'	Look for the <b>places</b> where <b>no public means of transport</b> are <b>necessary</b> to be used, so that we can get there <b>by foot</b> .	X
	20'	<b>Search for river buses</b> to go through the Thames.	
	10'	<b>Decide</b> if we will use <b>river buses or not</b> . Do an ideas exchange among students.	X
Session 9 (60 min) 20.02.19	10'	Warm-up: Guess how bus maps works and its orientation.	
	40'	<b>Deeply analyse buses' map</b> and <b>mark the stops</b> we need to consider to stop when visiting each monument. Students should mark each stop and write the name of the near monument or building.	X
	10'	Make sure all stops are marked.	
Session 10 (30 min) 22.02.19	30'	Using a real map of London but focused on London centre, work <b>in pairs</b> and <b>ask directions to go different points</b> appearing on the map. The pair has to help giving the directions and orders to follow.	X
Session 11 (60 min) 25.02.19	10'	Recover underground's and buses' maps to do a collective analysis.	
	45'	<b>Decide which mean</b> will be used <b>from point to point</b> . Use all the maps. Decide <b>analysing positive and negative points</b> of each mean according to the trajectory needed to be done. <b>Mark the final trajectory</b> on the map posted at the mural.	X
	5'	Review all points have a mean of transport to go to.	
Session 12 (60 min) 27.02.19	10'	Warm-up: <b>Recover the agreed trajectory</b> in order to write down the explanation.	
	35'	We are going to <b>record a video</b> explaining the trajectory done from place to place. But before we need to <b>prepare the explanation</b> by thinking <b>what</b> we have to say and then, <b>how</b> we are going to say it.	X
	5'	<b>Read aloud all the explanation</b> about our trajectory and make changes if needed.	X
Session 13 (30 min) 01.03.19	15'	<b>Rehearse the explanation</b> . First, we need to divide the explanation, making sure each student has a piece and takes part on it.	
	15'	Rehearse each ones' part or phrase. They can work <b>cooperatively</b> helping each other. When one says the phrase aloud the other listens and gives a positive feedback to improve it if needed.	
Session	10'	Review and remember the sentences said and the trajectory.	

14 (60 min) 06.03.19	45'	<b>Record the video.</b> Follow the trajectory with a little object for each mean of transport. A little car, a little bus, a little person, etc. Speak while following the trajectory.	X
	5'	Watch if the video has been, in general, well recorded.	
Session 15 (30 min) 08.03.19	10'	Quick explanation on how <b>Movie Maker</b> works. Give students basic information about how it works. Basic information.	
	17'	Start <b>editing the video</b> . The class will be divided in <b>three groups</b> . They have to make the <b>lay-out</b> of the video and for that, they have to <b>exchange their ideas</b> .	X
	3'	Review how the video will be done and which parts will it have.	
Session 16 (60 min) 11.03.19	10'	Review basic functions of Movie Maker program. Remember students that <b>photographs can also be added</b> in the video.	
	40'	Edit the video. Each group has to make its video, and they should be different between them.	X
	10'	Share how is our video looking like.	
Session 17 (60 min) 13.03.19	50'	<b>Projection of the videos at class</b> and then, once they have been evaluated they will be post in the school's web and projected on the aisle of the school. Do peer and self-evaluation of the videos made in group. Send our video to our exchange mates.	X
	10'	<b>Review</b> the means of transport we will use. And which colour has been used for making the map for each mean.	
Session 18 (30 min) 15.03.19	25'	<b>Reach general conclusions.</b> For reaching them, do a brainstorm of main ideas learned along this mini project, as well as decisions taken.	X
	5'	Write down the conclusions on the mural.	
Session 19 (60 min) 18.03.19	45'	Do <b>reinforcement and extension activities</b> . <a href="http://aulaz.org/">http://aulaz.org/</a>	X
	15'	Do <b>final activity</b> . Colour each trajectory depending on the mean that will be used. <a href="https://earth.google.es">https://earth.google.es</a>	
Session 20 (60 min) 20.03.19	5'	Warm-up: Quick review on how Portfolio works: how to write an article, how to share it and how to edit it.	
	55'	<b>Write an article</b> on their personal Porfolio. The article should contain what they have learned, what has been done and which are their personal conclusions. <a href="https://eduportfolio.org/">https://eduportfolio.org/</a>	X

#### 14.12. EVALUATION

14.12.1. EVALUATION TOOLS	14.12.2. EVALUATION CRITERIA	14.12.3. EVALUATIONS PROCEDURES
- Self and peer evaluation grid regarding the video - General rubric about mini project	The assessment criteria that will be at least assessed are the previously mentioned ones. Although, teacher and students will lay them down,	Self and peer-evaluation will be done as a way to motivate students. Evaluation will be individual even though students will work in groups as some students

<ul style="list-style-type: none"><li>- Reinforcement and extension activities results</li><li>- Rubric for assessing the video</li><li>- Portfolio article</li></ul>	making sure at least the ones mentioned are taken into account.	might not have taken part as hard as others. Moreover, it will be formative, global and continuous along the entire mini project and along the project as well.
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#### **14.14. REDESIGN AFTER THE IMPLEMENTATION OF THE MINIPROJECT AND IMPROVEMENTS**

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