

MINI PROJECT 5

15.1. TITLE	MINI PROJECT 5: How much is the trip?					15.2. MAIN SUBJECT	English						
						15.2.1. RELATIONSHIP WITH OTHER DOMAINS	Mathematics and Digital Area						
15.3. BASIC INFORMATION	CYCLE	High	GRADE	6 th	TERM	2 nd – 3 rd	SESSIONS	17	LENGHT	6 weeks approximately			
15.4.TIME, SPACE AND STUDENTS MANAGEMENT	<p>This mini project has seventeen sessions, each one, despite speaking ones, is generally divided in three main parts. Along the mini project the students will work in groups, although some activities are individual, such as the reinforcement and extension activities. Group-work will be tried to be promoted whenever possible, as cooperative learning is really motivating and successful with kids.</p> <p>Students' flow will be highly encouraged as a way to exchange information easily.</p>										LEGEND		
											Oral communication		
											Reading comprehension		
											Written comprehension		
										Plurilingual and multicultural domain			
15.5. DIMENSIONS AND COMPETENCES						15.6. MAIN AIMS							
ENGLISH LANGUAGE						AIMS		DIMENSIONS		ASSESSMENT CRITERIA			
<p>1. Oral communication dimension BC2 / BC3</p> <p>2. Written Expression dimension BC8 / BC9</p> <p>3. Plurilingual and intercultural dimension BC12</p> <p>DIGITAL AREA</p> <p>1. Instruments and its application dimension BC2</p> <p>2. Treatment of the information and organization of working and learning environments BC4</p> <p>3. Interpersonal communication and collaboration BC7 BC8</p> <p>4. Digital citizenship and civility BC9 / BC10</p> <p>MATHS AREA</p> <p>1. Problems resolution dimension BC2</p>						To elaborate the budget of the trip		X			X	Elaboration of the trip budget	
						To create activities to earn the missing money		X	X	X	X	Creation of activities to earn money	
						To compare prices			X		X	Comparation of price	
						To master pounds		X	X		X	Pounds master	

Reasoning and prove dimension BC6 / BC7			
15.7. MEASURES AND SUPPORTS		15.8. MATERIALS, DIDACTIC RESOURCES FOR THE ACTIVITIES	
		15.8.1. SCHOOL'S AND TEACHER'S (general)	15.8.2. STUDENTS'
<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, different grouping will be fostered, in order to enhance knowledge exchange and social relationships. Also formative assessment will be done. Furthermore, the learning process will be personalized.</p> <p><u>ADDITIONAL</u>: Some adaptations to the activities will be done, as the students is having home instruction.</p>		<ul style="list-style-type: none"> - PC and tabs with internet connection - White board and a marker - Londonpoly boards, dices and game pieces - Skype account (video call exchange school) - How much is... worksheet - Links to Youtube's videos and songs. - Pound team game - Kahoot's links to quizzes - Excel grid - New vocabulary activities and memory - Have talked to a travel agency where someone speaks English - Online Map and paper map on the mural - Budget lay-out - Reinforcement and extension activities - Final activity - Peer and self-evaluation - Evaluation grids and tools 	<ul style="list-style-type: none"> - Piece of paper - Pencil - Pen - Portfolio account
15.9. METHODOLOGICAL APPROACHES USED			
<p>Most of the activities try to be Student-Centred Approach or/and Task-Based Approach, as students are the centre of the learning process and need to acquire their responsibility within their learning process. All the tasks are based in real-life situations –is also a feature of Communicative Approach- and need to solve a problem.</p> <p>Natural Approach will be highly used in speaking sessions as they will take part in debates or similar situations.</p> <p>On the other hand, visual aids will be used as much as possible, as helping students' comprehension, which is a feature of Audio-Lingual Approach.</p>			
15.10. MAIN CONTENTS (High cycle for 1st foreign language)			
English language			
<u>Oral Communication:</u>			
<ul style="list-style-type: none"> - 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. - Use of English structures in oral productions. 			

Reading comprehension:

- Use of digital tools to look for information and for doing specific tasks.

Written expression:

- Use of safe digital communication systems adequate to the age to establish communication channels in the foreign language as well as to present, edit and publish texts.

Knowledge of the functioning of the language and its learning:

- Abilities and strategies to learn new vocabulary, expressions and structures and reflexion 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 communicative language in and outside the class.

Plurilinguism and interculturality:

- Value the necessity of knowing other languages in order to be able to communicate with more people, seek information and knowing other cultures.

Mathematics

Numeration and calculation

Comprehension of the functionality of calculation and estimation:

- Realization of operations with decimal numbers that have sense (with a reduced number of figures) using algorithms of sum, rest, multiplication and division.

15.11. ACTIVITIES DEVELOPED ALONG THE DIDACTIC UNIT

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Session 1 (30 min) 22.03.19	15' 15'	Work in pairs. Ask questions: "How much is...?" . For doing this activity they will need a worksheet with objects and prices. One student has to ask and the other has to answer correctly saying the prices. We can also label things in classroom. Then, they should ask the total price of two or more objects.	X
Session 2 (60 min) 25.03.19	10'	Warm-up: <i>What have we done?</i> , <i>Where are we?</i> In order to identify where are we within the designing process of our trip.	
	40'	Presentation of the new mini project related to the cost of the trip. Lay down the aims, assessment criteria . Do a schedule for the process needed to be done. Agree on the final product.	
	10'	Write down all the agreements down on the class mural in order to check them when needed.	
Session 3 (60 min)	10'	Predict what the song is going to be about looking at its title. Watch the video showing pounds coins. https://www.youtube.com/watch?v=dFzAU3u06Ps	

27.03.19	50'	Play the game Londonpoly , created for them to practise pounds and get used to pay with them. For playing it, divide the class in two teams. Thanks to the game, students will be familiar with London's street names.	X
Session 4 (30 min) 29.03.19	10'	Warm-up: Review how numbers are said, especially, big ones. https://www.youtube.com/watch?v=OlqPvAzKOpM	
	5'	Play memory game about pounds.	
	15'	Play the pounds team game . Divide the class in two groups . https://www.playfactile.com/practicenumbersinpounds	X
Session 5 (60 min) 01.04.19	15'	Play a Kahoot designed to reinforce pound coins knowledge. https://create.kahoot.it/details/coins/f9be85f2-73cf-4fb3-85bb-ce9c5a4aafb0	X
	40'	Divide the class in three groups . Each group will be given a webpage offering flights and hostels prices . Possible pages: www.edreams.com ; www.expedia.com and www.logitravel.com	X
	5'	Watch a video about public transports in London: https://www.youtube.com/watch?v=ts8XmznU_zE	
Session 6 (60 min) 03.04.19	15'	Work new vocabulary related to a trip: Low-budget, hostel, hotel, travel budget, B&B, among others. Play the match game.	X
	20'	Share the prices found in the different pages on the Excel grid.	X
	10'	Mark the possible hotels on the map (on-line and paper one). https://earth.google.es	X
	5'	Watch a London's transport video giving pieces of advices. https://www.youtube.com/watch?v=-jaQguc_WTQ	
	10'	Talk about if any interesting information is given in the video watched.	
Session 7 (30 min) 05.04.19	30'	We will go to a travel agency and we will ask for pieces of advice to our exchange mates. So, we have to think and prepare what to be asked to them. Brainstorm about ideas to ask and then, brainstorm of how to ask them. Write down the sentences proposed and the correct structures for questions.	X
Session 8 (60 min) 08.04.19	5'	Warm-up: Quick review to the ideas and questions which were prepared to be asked. They are written down on the project's mural.	
	25'	Do a video call with our exchange mates. Ask for the information missing and ask for pieces of advice about London .	X
	20'	Practice Euro to Pounds exchange . First, learn 1€ is equal to 0.87...£. Then calculate approximate price of different objects. Correct with an online exchanger . http://www.xe.com/currencyconverter/convert/?Amount=1&From=GBP&To=EUR	
	10'	Write down important or interesting information given by our exchange mates .	X
Session 9 (60 min)	10'	Warm-up: Do a quick review of what to ask to the travel agency and how to ask it.	
	30'	Go to the travel agency . Share what our trip must have and ask for a low-budget. Take all the information given as well as pieces of advices.	X

10.14.19	10'	Share the prices offered on the Excel grid.	
	10'	Brainstorm of the information given . Write down the interesting one to have it into account when scheduling the trip.	X
Session 10 (30 min) 12.04.19	30'	Do a whole class debate . Talk about the different options and talk about their positive and negative aspects . Decide the pack of flight and hostel we are going to book for our trip.	X
Session 11 (60 min) 24.01.19	5'	Warm-up: Recover the one-way ticket fare for each mean of transport.	
	15'	Discover how much the Oyster Card is (was introduced in a video watch some sessions before) and calculate the trajectories we will do . Share the price in Excel grid.	X
	20'	Calculate the price for each student if choosing Oyster Card in contrast with and with one-way ticket . Then, calculate the final approximate individual price of the whole trip.	X
	15'	Do a little debate for deciding if using one-way tickets or Oyster Card . For doing it, compare the prices on Excel grid taking into account the number of trajectories needed to be done.	X
	5'	Watch a video about how to use the Oyster Card in London: https://www.youtube.com/watch?v=QM6PHP-iTsk	
Session 12 (30 min) 26.04.19	20'	Knowing the final individual figure, do a budget . For doing it, we need a big cardboard . On it, we will stick an image of a hotel , an image of a plane , an image of means of transport , and other expenses . Students will be given the same amount of pounds but in different coins and notes. So, they will have to distribute their money to pay each expense . We will see that there is some money missing for paying it all .	X
	10'	Calculate how much is missing and write down the figure.	
Session 13 (60 min) 29.04.19	7'	Warm-up: Remember the money missing individually and calculate the group figure.	
	43'	Do a Brainstorm of what can be done to earn the missing money . Think about activities or products made by us that could be sold. Also think of other options such as personalizing T-shirts or other products. Write down the ideas on the whiteboard. Once we have all the possibilities that could be done, we have to choose the achievable ones . So, do a little debate in order to choose the achievable activities written down. Think of doing like a little market in the playground of the school.	X
	10'	Delete the ones not chosen and write the final ones down on the mural .	
Session 14 (30 min) 03.05.19	30'	Divide the class in four groups . Each group has to create a found welcome to our market . The four of them would be played the market day. They should welcome visitors; explain what can they do or buy as well as the activities offered . Also explain for how the money will be used .	X

Session 15 (60 min) 06.05.19	3'	Warm-up: Remember the activities that will be done in the market.	
	47'	As a whole class, divide the playground giving each activity a space, and do a schedule of the market ; when will it start, which day, how long will it last, who will be responsible of each activity, among other organization aspects.	X
	10'	Look at the final market project and assess if some improvements are needed to be done.	X
Session 16 (60 min) 08.05.19	15'	General assessment of the mini project. Peer and self-evaluation .	X
	45'	Do reinforcement and extension activities . http://aulaz.org/	X
Session 17 (30 min) 10.05.19	30'	Do final activities about the mini project. http://aulaz.org/	X
Session 18 (60 min) 13.05.19	60'	Write a short article on Portfolio explaining what has been done; calculate the price, finding a way to earn the missing money, organize a market, asking for different opinions, among others. https://eduportfolio.org/	X

15.12. EVALUATION

15.12.1. EVALUATION TOOLS	15.12.2. EVALUATION CRITERIA	15.12.3. EVALUATIONS PROCEDURES
<ul style="list-style-type: none"> - Portfolio's article - Mini project rubric - Self and peer evaluation grid - Final activity - Reinforcement and extension activities - Debate grid - Final budget - Kahoot's results - Direct observation grid 	<p>The assessment criteria that will be at least assessed are the previously mentioned ones.</p> <p>Although, teacher and students will lay them down, making sure at least the ones mentioned are taken into account.</p>	<p>The procedures that will be used are direct observation following a grid, as well as self and peer- assessment.</p> <p>Results will be taken into account. Self and peer-assessment is important as it is a chance to let students be aware of their learning process and take part on it. The evaluation will be formative, continuous and global along the mini project.</p>

15.13. REDESIGN AFTER THE IMPLEMENTATION OF THE MINIPROJECT AND IMPROVEMENTS

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