

CASTLES



Science

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MARC PER AL
PLURILINGÜISME



CASTLES

Material elaborat durant la realització de la formació adreçada als docents que implementen el pilotatge del GEP (Grup d'Experimentació per al Plurilingüisme) durant el curs 2013-2014, realitzada amb la formadora Lynn Durrant, CUP

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Ten tips for learning success

- ❖ Be able to be independent during the first reading.
- ❖ Re-Reading. It's important to read the text twice.
- ❖ During the second reading they must underline words unknown or confused.
- ❖ Listen to the teacher's intonation when reading.
- ❖ Working in group, share information or knowledge about these words.
- ❖ Use different strategies about words which are unknown.
- ❖ Readers more proficient readers in each group make decisions about the meaning of the whole sentence and decide where the "problematic word" is.

Títol del text

Bran castle is situated in Romania, near the beautiful city of Brasov. People call it Dracula's castle, because they say it was Dracula's home. This castle is more than 600 years old. It was originally a fortress, being very important for defense. In the beginning there were only two towers, but now there are four. For many years, it was the summer home of the Romanian Royal Family, but now it's just a touristic attraction. It's also a museum of history and art.



Activities

Recalling

- **Recalling. Explicit information**
- . Where is the castle situated?
- . How old is Bran castle ?
- . How many towers are there in the castle now ?

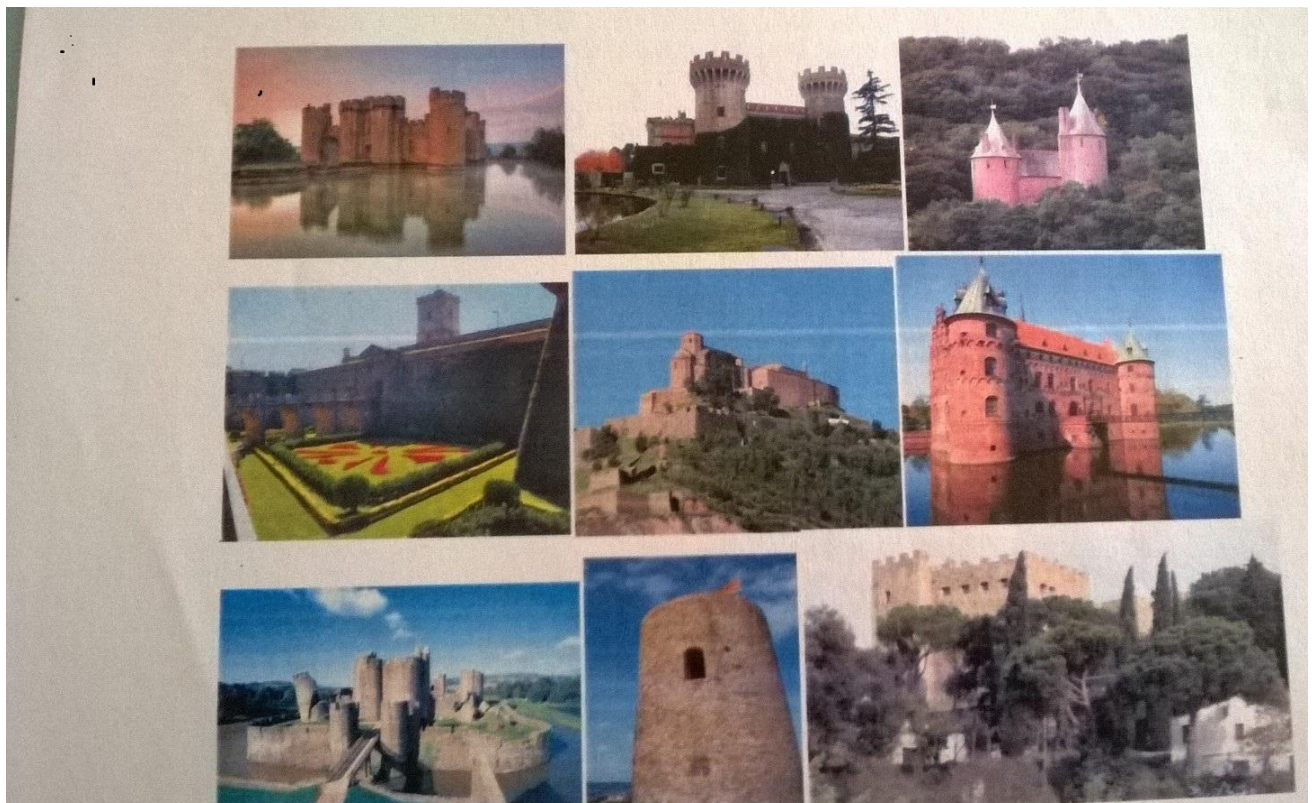
Understanding

- **Understanding. Implicit meaning**
- . Why are most castles at the top of mountains?
- . Why is Bran castle now a touristic attraction ?
- . What kind of museum is it now ?

Applying

- **Analysing. Referential interpretation and / or creativity**
- . How do you think people lived in castles in the past?
- . What do you think about Dracula ? Who was Dracula ?

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Revision

During the class and working in pairs, they will do a visual description of their castles, as the teacher has done, without saying its name using expressions like There is / are , local prepositions (in, on, under, behind, next to, in front of, between...) and adjectives.

Later, pair groups will read their written descriptions, so that, the rests of pairs guess which castle they are describing.

Pictures of the castles will be shown in the classroom.

*In this way we are doing a **revision activity**, because we reinforce previous knowledge (basic vocabulary of parts of a castle or a building, landscape, local prepositions and different adjectives).

Extension

We are also doing **an extension activity** which includes new vocabulary and expressions about the picture.

* I think this added activity has been a very good way to check and consolidate previous knowledge.

In this way, we can deal with the real diversity of the group and different levels of learning that I can find.

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Project: collaborative problem solving

After choosing children prefer , they have to collect written information about it. This information can be found surfing on the internet i.e. [Wikipedia](#), in English of course. Children will do another research task as homework.

Flipped classroom methodology

During the class session and working in 4-5 members group, everyone in the group will write ten possible questions about a castle.

Once written, people in the same group exchange these questions, in order to check or add something. Then in groups they will decide which questions are the best ones.

Teamwork based learning.

Later, once decided, people in the group will answer these top own ten questions about their own castle, in order to make an individual ten answers sentences text, written in a logical order. To make this text, it will be necessary to search the answers in the written information of Wikipedia got, (done as homework.)

Once the text is completed, children in the group exchange them, and they will check them. Then all together in the group the group members will decide how to add or modify the text in the best way.

Then the groups rewrite their text.

This written text will be the basis of the final project about castles, as can be seen in the next task.

* I think that working in this collaborative way in groups, it's possible to solve most of the typical mistakes and problems of reading, understanding, finding specific information in a text and its correct writing.

Working in groups is an important way of learning.

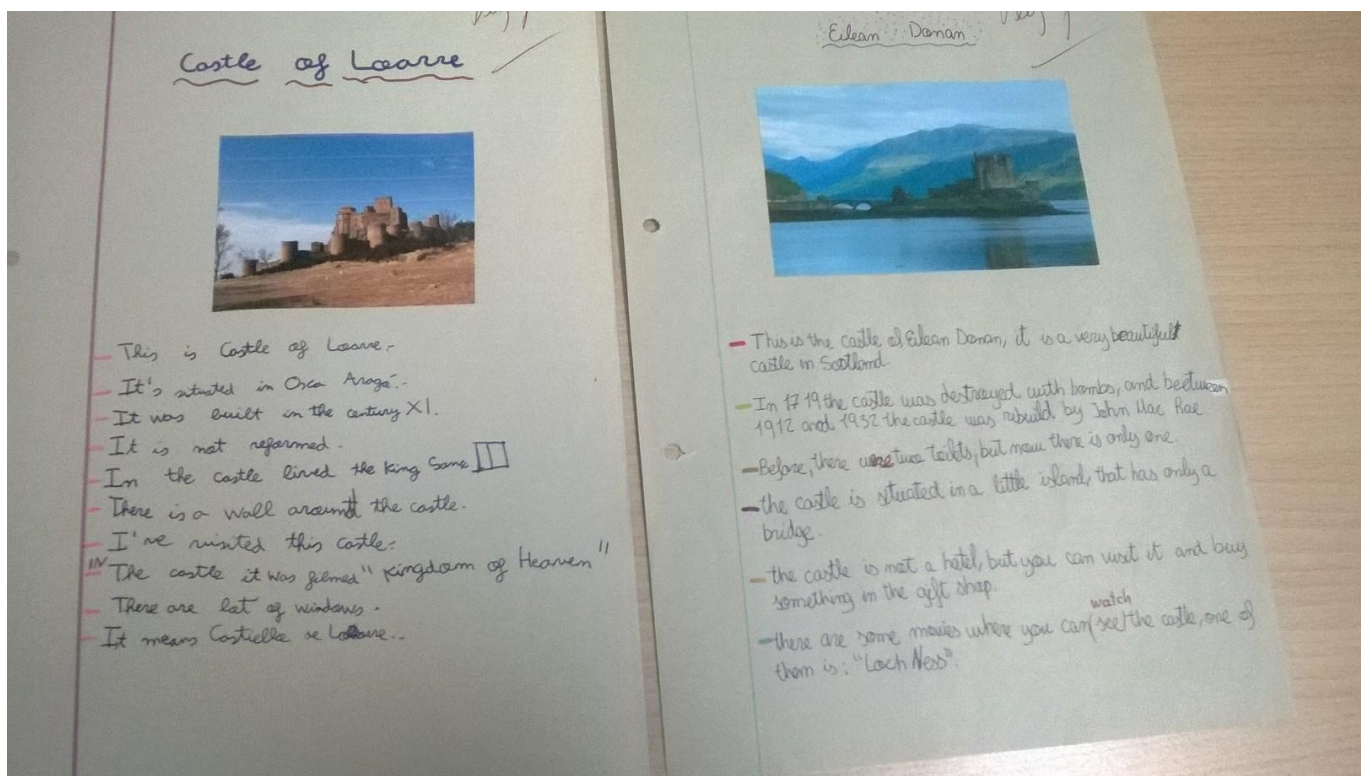
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During this task, people don't have any specific worksheet, for the flipped classroom. They only have the detailed instructions. Points and questions to work and research are chosen by themselves, using questions about castles which they prepared in the previous task.

Obviously under the supervision and help of the teacher but at the same time allowing for autonomy of each member of the class and groups.

The questions, and information from Wikipedia, are the real research focus, in this case the worksheet for working the final text, this being the base of the final project.

Below are some examples from completed projects.



Using the final text, pupils will produce a movie, using different computer tools.

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	Excellent	Good	Fair	Poor
Homework	Correctly done.	Well done	Done, but shows lack of understanding.	Not Done.
Content, organization & Structure	Excellent content. Very clear structures. Excellent organization.	Content is comprehensive. Structure of the paper is clear and easy to follow. Introduction provides sufficient background on the topic.	Content is not very comprehensive. Not easy to follow.	Content is incomplete. Organization and structure detract from the given message.
Grammar & Punctuation	Rules of grammar, usage, and punctuation are followed. Language is very clear and precise; varied structure.	Rules of grammar, usage, and punctuation are followed. Language is clear	Work contains some grammatical, punctuation and spelling errors.	Paper contains numerous grammatical, punctuation, and spelling errors. Very difficult to understand
Legibility	Very neat.	Mostly neat and legible.	Legible in parts but not neat.	Not legible.
Communicative ability - voice and tone	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.

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	Excellent	Good	Fair	Poor
Use of class time	Used time well during each class period.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period, but occasionally distracted others.	Did not use class time to focus on the project . Often distracted others.
Individual participation	Actively and positively participated in group discussions and completed work on time, took on one of the given roles for the performance and for the day-to-day group work, completed all individual assignments.	Contributed to group discussions on occasion, did not exhibit a negative attitude but did not offer much positive feedback either, completed most assignments, took on a role but did not complete all of the tasks assigned to that role	Showed some effort in completing tasks independently but did not complete all tasks.	Needs improvement Very little, if any, contributions to group discussions, exhibited a negative attitude during discussions, did not fill one of the given roles, did not have individual work completed on time
Group collaboration	Worked well together as a group, allowed each person to contribute and have a part in each stage of the project, handed in all group assignments on time, took time to prepare together for final project.	Worked well together as a group, allowed each person to contribute and have a part in each stage of the project. Work completed on time.	Worked well together in class, but very little out-of-class work was completed to a high standard, did not communicate well to each other , most work was completed on time.	Negative attitudes towards each other, arguing during discussions, late submissions of work, few preparation for final project

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	Excellent	Good	Fair	Poor
Global impression & effort of the project	Outstanding work, the student should be proud of their effort. The design project is exceptionally attractive in terms of design, using correctly computer tools.	Good effort was made and the student met the expectations. The design project is attractive in terms of design, using correctly computer tools.	Some effort was made, the student just did enough work. The design project is acceptably attractive though it may be a bit disorganized.	Minimal effort was made. The student should try harder. Not attractive.

Assessment

Tips for learning success:

- ❖ Learn more about the history of the castles.
- ❖ Use English correctly in both oral and written.
- ❖ Use computer tools: Movie maker, Audacity and Internet.
- ❖ Be independent.
- ❖ Work in groups.
- ❖ Collaborate and help.
- ❖ Put effort into the project

Checklist

- ❖ In this unit you have been independent
- ❖ You've read written information twice and improved it
- ❖ You've worked in groups
- ❖ You've used English language during the work
- ❖ You've investigated about your castle.
- ❖ You've used different computer tools.
- ❖ You've worked hard.