



Project 2B: MR meets Grammar

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|--------------------------------|---|
| Description | Learners revise and practice grammatical phenomena by creating Merge Cubes to illustrate them |
| Objective(s) | Creative revision / practice of grammatical phenomena including visualization and pronunciation |
| CEFR | A1 – B2 |
| Digital Skills | Using digital media to create learning products, using Google Translate for pronunciation practice, , copyright, privacy |
| 6C | Cooperation, Communication, Creativity, Citizenship (if the sentences are for example about a cultural or political topic) |
| Time frame | 4-8 hours |
| Potential topics | Reported speech / subjunctive I; Conditional clauses / subjunctive II; tenses |
| You want to go further? | Add spelling and translation Add a quiz |
| Differentiation | Reported speech: tense of the introductory verbs; types of sentences: declarative sentences, questions, requests and commands Conditional clauses: different types of conditionals Tenses: different tenses, regular and irregular forms, affirmative or negative size of groups: 2-4 learners |
| Devices | Production: PC/Laptop with Chrome browser or tablet with the CoSpaces Edu app (no smartphone since coding does not work on smartphones) Reception: tablet or smartphone with the CoSpaces Edu app |
| Tutorials | Sign up for CoSpaces Edu https://youtu.be/qWXUMkauXp0 Media Production, Copyright and Privacy https://youtu.be/OaRTYwpEe6g Finding media online https://youtu.be/-SggEV-btCl Cropping media content https://youtu.be/e7qUu-3jrrA Project 2B: Step by step https://youtu.be/QC-9fALKYz0 |

Preparation

Define

- Grammatical phenomenon
- Context
- CEFR level
- Group size
- how many sentences each learner is supposed to come up with
- differentiation options → mandatory and optional features
- if learners want to use photos on their cubes, make sure they know about copyright and privacy (f.ex. right to one's own image) so they use photos they are allowed to use (→ Public Domain, Creative Commons or their own photos) and make sure that personality rights are respected
 - make sure learners know how to produce or find the content

Learners sign up for CoSpaces Edu and join the project (→ class code)*

* the class will be prepared and will contain a task with coding already prepared and a sample space

Example

- grammatical phenomenon: present tense 1st and 3rd person (+ telling the time)
- context: A day in my life
- CEFR level: A1
- Group size: 2
- # of sentences per learner: 12
- differentiation
 - mandatory
 - affirmative declarative sentences, easy
 - optional
 - negative sentences
 - adding spelling and/or translation
 - adding a quiz
- media content: pictures to illustrate

Tip: If your learners are really young or it is difficult for them to illustrate appropriately, you can provide a template similar to the one in Project 4. For instance, you can prepare illustrations that already contain certain times of the day and the learners simply add speaking characters to the cubes.

Ideas for other grammatical phenomena starting from A2

- A2: tell a story with different tenses on the different sides of the cube
- B1: tell a story using direct speech, then add a second cube that tells the story using reported speech with an introductory verb in the present tense (and a third cube using reported speech with an introductory verb in the past tense)
- B2: tell a story using conditional clauses 1-3 and mix with indirect speech (1-2 stories per cube)

Production I (1-2 hour(s))

Learners

- watch the relevant part of the step-by-step tutorial
- build a Merge Cube
- write down their schedule from getting up to going to bed on a typical day (including the time)
 - mandatory: 1st person affirmative declarative sentences, present tense
 - optional: 1st person negative sentences, present tense
- take photos (respecting privacy and copyright) and save them using an appropriate name, for example "7Uhr.jpg", or think about how they can illustrate their schedule using 3D objects

- team up with a peer, exchange their schedules and write down their partner's schedule in the 3rd person present tense
- make sure they know how to pronounce their own schedule and their partner's

Tip

- for pronunciation practice they can use Google Translate

Production II (1-2 hour(s))

Learners

- log in to CoSpaces Edu, go to "Classes", join the appropriate class (if they haven't done so already when signing up), pick the project they are working on and choose Task B
- watch the relevant parts of the step-by-step tutorial and follow the instructions step by step
 - in their own scene
 - change the name of their two scenes to their first name followed by a number
 - if they want to use photos to illustrate their schedule
 - upload photos 1-6 to their first scene, photos 7-12 to their second scene
 - add source info (minimum requirements: file name, author name, license: CC BY-SA, check the box at the bottom)
 - add a photo and a character to each side of the two cubes
 - name the characters (f.ex. "7Uhr") and activate coding
 - if they want to use 3D objects to illustrate their schedule
 - find 12 appropriate 3D objects in the library
 - attach objects 1-6 to their first cube, objects 7-12 to their second cube
 - add a character to each side of the two cubes
 - name the characters (f.ex. "7Uhr") and activate coding
 - record their schedule in 12 separate audio files and save them (using appropriate names like "7Uhr")
 - program their photos or characters to play the corresponding text when hovered over
 - in their partner's scene
 - add a character to each side of the two cubes
 - activate coding for the characters and change their name to for example "[their first name] 7Uhr"
 - record their partner's schedule in the 3rd person present tense
 - program each character to play the corresponding text when hovered over
 - optional (in all scenes)
 - add arrows so people know which side of the cube to listen to next
 - customize characters
 - add animations to the characters when they are hovered over (refer to sample space code)
 - add spelling and/or translation on an info panel that is activated when hovering over an object (refer to sample space code)
 - add a quiz
 - add an object to program to the last side of each cube
 - study sample code and program the quiz
 - delete the sample space

Reception (1-2 hour(s))

Learners

- watch the relevant parts of the step-by-step tutorial and follow the instructions
- as a team: share their space (unlisted) and add their first names to the title
- post their space on the Padlet in the appropriate column by downloading the QR code and sharing it along with the share code in one post

- Check out their peers' cubes

Attention

- if the licenses available will be reassigned to different learners in the near future, it is recommended that teachers copy learners' tasks to the admin account and share them to the Padlet themselves because otherwise the shared spaces will no longer work once the learners have been deleted from the license plan

Reflection (1-2 hour(s))

Learners watch the relevant parts of the step-by-step tutorial and follow the instructions

Learners leave written feedback in German on the Padlet for at least 3 posts using the following sentences:

- Ich mag / finde gut, dass ... - positive feedback
- (Ich würde mir wünschen, dass ...) – a complaint, something that is missing
- (Wie wäre es, wenn Du ...) – a constructive suggestion how to make up for what is missing

As an option and for evaluation purposes learners may

- record feedback for the project in German any way they want (audio, video)
- write a little story in German based on the schedule of any of their peers they have looked at and record the story as an audio file using the voice recorder Padlet provides

& post them in the appropriate column of the Padlet following the guideline in the first post

Student checklist

Production I

- watch the relevant part of the step-by-step tutorial
 - build a Merge Cube
 - write down your schedule from getting up to going to bed on a typical day (including the time)
 - mandatory: 1st person affirmative declarative sentences, present tense
 - optional: 1st person negative sentences, present tense
 - take photos (respecting privacy and copyright) and save them using an appropriate name, for example "7Uhr.jpg", or think about how you can illustrate your schedule using 3D objects
 - team up with a peer, exchange your schedules and write down your partner's schedule in the 3rd person present tense
 - make sure you know how to pronounce your own schedule and your partner's schedule in the 3rd person present tense
- Tip
for pronunciation practice you can use Google Translate

Production II

- log in to CoSpaces Edu, go to "Classes", join the appropriate class (if you haven't done so already when signing up), pick the project you are working on and choose Task B
- watch the relevant parts of the step-by-step tutorial and follow the instructions step by step
- in your own scene
 - change the name of your two scenes to your first name followed by the numbers 1 and 2
 - if you want to use photos to illustrate your schedule
 - upload photos 1-6 to your first scene, photos 7-12 to your second scene
 - add source info (minimum requirements: file name, author name, license: CC BY-SA, check the box at the bottom)
 - add a photo and a character to each side of the two cubes
 - name the characters (f.ex. "7Uhr") & activate coding
 - if you want to use 3D objects to illustrate your schedule
 - find 12 appropriate 3D objects in the library
 - attach objects 1-6 to your first cube, objects 7-12 to your second cube
 - add a character to each side of the two cubes
 - name the characters (f.ex. "7Uhr") and activate coding
 - record your schedule in 12 separate audio files and save them (using appropriate names like "7Uhr")
 - program your characters to play the corresponding text when hovered over
- in your partner's scene
 - add a character to each side of the two cubes
 - activate coding for the characters and change their name to for example "[your first name] 7Uhr"
 - record your partner's schedule in the 3rd person present tense
 - program each character to play the corresponding text when hovered over
- optional (in all scenes)
 - add numbers so people know which side of the cube to listen to next
 - customize characters
 - add animations to the characters when they are hovered over (refer to sample space code)
 - add spelling and/or translation on an info panel that is activated when hovering over an object (refer to sample space code)
 - add a quiz
 - add an object to program to the last side of each cube
 - study sample code and program the quiz
- delete the sample space

Reception

- watch the relevant parts of the step-by-step tutorial and follow the instructions
- as a team: share your space (unlisted) and add your first names to the title
- post your space on the Padlet in the appropriate column by copying the URL and sharing it as a link (not in the text of the post)
- Check out your peers' cubes

Reflection

- watch the relevant parts of the step-by-step tutorial and follow the instructions
 - leave written feedback in German on the Padlet for at least 3 posts using the following sentences:
 - Ich mag / finde gut, dass ... - positive feedback
 - (Ich würde mir wünschen, dass ...) – a complaint, something that is missing
 - (Wie wäre es, wenn Du ...) – a constructive suggestion how to make up for what is missing
- optional
- record feedback for the project in German any way you want (audio, video)
 - write a little story in German based on the schedule of any of your peers you have looked at and record the story as an audio file using the voice recorder Padlet provides
- & post them in the appropriate column of the Padlet following the guideline in the first post