Project Planner   **Language Futures**

Project name: Playing With Language

Subject(s): MFL – possible English / Art & Design links

1. Project Summary
What are your students going to do, and why are they doing it?

Students will use the haiku format to play around with language, using high frequency words as well as imagistic language connected to nature. They will create and play word games to learn the high frequency words in their language, with the support of their mentor and teacher. They will create innovative word games to use with younger pupils to inspire them to learn high frequency words

2. Essential Question(s)
An essential question should inspire students, require them to conduct serious research, and relate to a real world issue

Questions for students to refine:

Why and in what contexts is it important to know and use high frequency words?

What are the best ways to remember the most commonly used words?

If high frequency words are so important to learning languages, how can we help people to remember them?

3. Products
What do you want students to do/write/create/build?

a) Students will produce haikus in English and their target language
b) Students will produce an innovative word game in their target language to inspire younger children to learn high frequency words

4. Learning Goals

What do you want students to learn?

Curriculum context: a) Students will be able to manipulate language in a creative way using some of the 100 most common words in any language to produce word games and haikus
Identify key *skills* students will learn in this project. List only those skills you plan to assess   a) Students will have developed new, creative strategies for learning vocabulary   b) Students will have developed their research skills (into the haiku as an art form, into memory games)   c) Students will feel confident to present their work, interacting with younger children

5. Timeline/Milestones

List the key dates and important milestones for this project (*e.g. check-ins, critique sessions, deadlines for drafts and specific product components*)

Week 1	What are the most common words in any language? Whole class suggest words until a long list is compiled. Teacher presents the Tony Buzan list "100 most common words in any language" (see resources) with support from mentors, students devise strategies to help them remember high frequency words in their target language. With help from mentors, the students will then develop games where they have to put words into sentences thus showing progression from using single words to sentence level construction

Week 2	The teacher will give input on the most common haiku format:
	       1. It comprises 3 lines of up to 17 syllables
	 -line 1 has 5 syllables
	 -line 2 has 7 syllables
	 -line 3 has 5 syllables
	      2. It uses imagistic language to convey the essence of an experience of nature.
	      3. It can include punctuation, space or a line break to show a pause
	      4. The lines do not need to rhyme.
	
	 Give examples, e.g. Richard Wright, Afro-American author:
	      "Whitecaps on the bay:
	      A broken signboard banging
	      in the April wind"

	Whole class discusses use of high frequency words in haikus (using examples): are they important? If so, why? Students write their own haiku in English and then in their target language, using some high frequency words. Students challenged to research haikus further and redraft their target-language haiku outside of class
Week 3	Students with support from mentors create and play games to help each other to learn the high frequency words e.g. word bingo, pelmanism. Students briefed on next week's activity and challenged to research memory games outside of class
Week 4	Students each create one imaginative, innovative word game which will appeal to younger pupils, building on the language they will already know, such as days of the week, colours, weather and including high frequency words
Weeks 5-6	Each student tries out the game with their own class, gets feedback on its merits plus ideas how to improve. Amend in the light of the comments. Students introduce and then play the game with younger children in your own school or in a local primary school. Receive feedback from younger children; teacher and mentor assess and give comments

6. Personalisation

Say how you will personalise the project, especially for individual students who will need specialized support

The activities are flexible: students will be able to create a haiku and a word game of their own choosing.

Students can be as creative and imaginative as they wish to be. There is scope for the teacher to challenge students who complete early to redraft and refine.

Teacher to target support from mentors and plan peer groups to ensure all students are able to participate fully.

More confident students will be challenged to consider which high frequency words hold the most importance in their language, and construct games that reward the use or understanding of these words more highly

7. Exhibition plan

Where will the exhibition take place?

There will be a real audience for the word game – younger children – who will be asked to give their feedback. The haikus will be displayed in the classroom.
With a longer project students could research popular forms of poetry in their target language, could work towards illustrating their haikus, could make a book or plan an exhibition in the school or local venue (e.g. café, library)

8. Resources

Example in French

Haiku - 5,7,5 syllables

En France il y a
beaucoup de choses à manger
J'adore les croissants!

The 100 most common words in any language

Tony Buzan, in his book 'Using your Memory', points out that just 100 words comprise 50% of all words used in conversation in a language. Learning this core 100 words gets you a long way towards being able to speak in that language, albeit at a basic level. The 100 basic words used in conversation are shown below:

1. A, an	2. After	3. Again	4. All	5. Almost
6. Also	7. Always	8. And	9. Because	10. Before
11. Big	12. But	13. (I) can	14. (I) come	15. Either/or
16. (I) find	17. First	18. For	19. Friend	20. From
21. (I) go	22. Good	23. Good-bye	24. Happy	25. (I) have
26. He	27. Hello	28. Here	29. How	30. I
31. (I) am	32. If	33. In	34. (I) know	35. Last
36. (I) like	37. Little	38. (I) love	39. (I) make	40. Many
41. One	42. More	43. Most	44. Much	45. My
46. New	47. No	48. Not	49. Now	50. Of
51. Often	52. On	53. One	54. Only	55. Or
56. Other	57. Our	58. Out	59. Over	60. People
61. Place	62. Please	63. Same	64. (I) see	65. She
66. So	67. Some	68. Sometimes	69. Still	70. Such
71. (I) tell	72. Thank you	73. That	74. The	75. Their
76. Them	77. Then	78. There is	79. They	80. Thing
81. (I) think	82. This	83. Time	84. To	85. Under
86. Up	87. Us	88. (I) use	89. Very	90. We
91. What	92. When	93. Where	94. Which	95. Who
96. Why	97. With	98. Yes	99. You	100. Your

From Buzan, Tony "Using your memory"

9. Assessment Criteria

How will you be assessing each of your learning goals you identified?

Curriculum content: The proposed assessment criteria to be used for this content section is the Common European Framework of Reference for Languages (CEF) CEF Reading A1 CEF Writing A1

Skills:
  a) Research skills – these will be assessed by looking at the final haikus produced
  b) Production of game for younger pupils – the feedback from the pupils will be the form of assessment used
  c) Students will be observed and written comments recorded as an assessment record of their presentation techniques

Suggested assessment formats:

Peer assessment of the first draft of game. Please tick the most appropriate category and give your reasons:

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Notes, feedback, advice, comments
What did you think of the game produced by your classmate?						
To what extent did it interest you and make you want to play it?						
To what extent do you feel that it will help you to learn some high frequency words?						
How good was your classmates' presentation of their work?						
Give one suggestion as to how the game can be improved						