



LingroToGo in the Classroom

Function-Based Lesson Plan



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LingroToGo is designed to be flexible, whether it is used to enhance curriculum in the classroom or students play it on their own. As part of a formal class, students can use *LingroToGo* with varying degrees of autonomy, from playing any modules and activities they choose to following a set sequence of activities as part of an in-class lesson, complete with clear objectives and pre-, during, and post-assessment. This guide offers an example of an in-class lesson structured around one module in *LingroToGo*, “Talking about where you are from.”

Lesson Overview

Students will work through the activities in the *LingroToGo* module “Talking about where you are from,” which focuses on Spanish-speaking countries and nationalities, as part of a lesson on the same topic.

Lesson Objectives

- Students will be able to recognize a person’s nationality based on a variety of common expressions.
- Students will be able to distinguish between a person’s origin and where he/she currently lives.
- Students will be able to say where they are from using “Soy de [country]” or “Soy [nationality].”
- Students will be able recognize gender agreement with nationalities to better understand conversations.
- Students will be able to use the appropriate gender of nationalities to describe different people.
- Students will be able to use visual cues to indicate a person’s national origin.

Assessments

Pre-assessments:

- Vocab: ¿Qué sabes? activity
- Screenshots of module landing screen before play (to indicate badges learners may have already earned)
- Reflection Template, Part 1 (see below)

Process assessments:

- ReflectionTemplate, Part 2
- Instructor, peer, and resources consultation during play

Post-assessments:

- Screenshots of module landing screen following play (to see badges earned by learners during assignment)
- Reflection Template, Parts 2 and 3

Materials Needed

- *LingroToGo*: My Life > All About Me > Talking about where you are from
- Students may be unfamiliar with countries' flags used as cues in some activities. They can refer to resources such as this link (<http://wikiolga.pbworks.com/w/page/14529949/Banderas%20de%20los%20pa%C3%ADses%20donde%20se%20habla%20espa%C3%B1ol>), charts in Wikipedia articles such as this one (<https://es.wikipedia.org/wiki/Hispanos>), or appropriate classroom resources.
- For nationalities all over the world, refer to resources such as this Wikipedia article (https://es.wikipedia.org/wiki/Anexo:Nacionalidades_por_pa%C3%ADs).
- Reflection Template

Procedure

Setup: Establish that students have *LingroToGo* loaded on their mobile devices before you begin. Also make sure that students know how to take screenshots on their mobile devices and send them to you.

- 1) Review the day's objectives. Distribute the Reflection Template (see below) and ask students to complete Part 1.
- 2) Have students navigate to "Talking about where you are from" and do Vocab: ¿Qué sabes? When students finish, ask them to take a screenshot of their performance on the vocabulary cards and send it to you via text, email, or other means.
- 3) Have students navigate to the different activities in the module via Let's Go! Students should take screenshots of the landing screen to show their current badge status (bronze, silver, gold, or no badge) for each activity and send you their screenshots.

- 4) Orient students to available resources for this lesson: the introductory video “Talking about where you are from,” the strategy video “Using visual cues as support,” and the flags and nationalities resources listed above in Materials Needed.
- 5) As students work through the different activities in this module, have them record skills they want to practice further and related helpful activities in Part 2 of the Reflection Template as they go. Students can replay an activity as many times as desired, for example, to move from bronze to silver status. Allow students to consult you, their peers, and supplementary resources for help during play time.
- 6) Following play time, ask pairs of students to engage in the following role play:

Choose a country whose location is somewhat unfamiliar to you and pretend that you are from that country. Talk with your partner in Spanish to determine where each of you is from. Use visual cues as necessary to communicate your meaning.
- 7) Once again, ask students to take screenshots of the landing screen and send them to you to show their updated badge status on each activity. Have students complete Part 3 of the Reflection Template. Finish with a whole-class discussion on the game activities, challenges, successes, and goals for future learning.

Instructor Reflection on Lesson

While the experience is fresh in your mind, write your observations on successes, challenges, and revisions you would like to implement the next time you employ a similar function-based lesson plan.

Reflection Template

Part 1 Before playing *LingroTo Go*, answer the following questions to the best of your current ability.

- 1) How would you tell someone where you are from in Spanish?

- 2) How well do you know the countries, flags, and nationalities of the Spanish-speaking world?

- 3) What skills would help you better communicate about your and other people's origins?

Part 2 As you work through the *LingroToGo* "Talking about where you are from" module, note skills you'd like to work more on and the activities that might help you.

<i>I want to practice</i> (e.g., "gender agreement")	<i>Activity name</i> (e.g., "Trivia: Soy de")

Part 3 After playing *LingroToGo*, answer the following questions to the best of your current ability.

- 1) How would you ask where someone is from in Spanish? How might you respond to that question yourself?

- 2) Why is gender agreement important when talking about nationalities?

- 3) What skills do you hope to continue to improve upon in order to talk about where you are from?





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