

Activity Title

Teacher: Student 1

Date: 7/10/2022

Target Grade Level: 9

Briefly describe the main learning goal of this activity plan:

Through this activity, students will be able to practice their presentational and productive communication skills relating to demonstrating preference in Spanish by responding to the assignment's prompt in 2-3 sentences.

CA State Content Standard for this Activity

WL.CM3.N - Presentational Communication: Present information in culturally appropriate ways on very familiar common daily topics using memorized words, phrases, and simple sentences through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.

WL.CM6.N - Communicate about very familiar common daily topics using words and phrases (signs and fingerspelling in ASL), and simple sentences. Use orthography, phonology or ASL parameters, and very basic sentence-level elements (morphology and/or syntax).

ISTE Student Standard

1.1 Empowered Learner - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

1.6 Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

SAMR Level for this Activity

M: Modification - Technology allows for significant task design

Link to the Activity Resource: <https://flip.com/baa4ccab>

Overview of the Activity: Briefly describe the activity, the technology used, the student work, student products, etc. We should be able to visualize the activity based on this description. Be as complete as possible.

This activity will initially begin as an in-class assignment that builds upon the lesson of demonstrating preference, particularly related to food, using the verb *preferir* in Spanish. During the in-class portion, students will first be asked to write one sentence describing their preferred taste in food and why (i.e. *Yo prefiero _____ porque_____*). Then, the students will be asked to stand and walk around the class, getting responses from two of their classmates on what their personal preferences are. With their written responses, students will be asked to complete the second portion of the assignment where they upload a Flipgrid video explaining their own preferences in Spanish, as well as those of the students they spoke to.

Main Goals of the Activity: Briefly describe the **learning outcomes** you expect.

Through this activity, students will be able to ask and respond to questions related to showing preference in Spanish, while also engaging in conversations with their peers about them and presenting the gained knowledge through an online video submission.

Assessment: How will this activity be assessed for student learning?

During the in-class portion of the activity, the teacher will informally assess the students throughout their conversation time and pop into some conversations to ask what the students have been responding. Additionally, the teacher will conduct a more formal assessment of student learning by listening to the student videos that were uploaded to the Flipgrid for the assignment.

Technology Setting: Is this activity planned for a computer lab, classroom laptops, iPads, mobile devices, BYOD classroom, etc?

The technology aspect of this activity is hybrid in a way; the first portion being an active activity in-class that only necessitates student conversation and no technological devices. However, the second portion requires students to have either a phone or a laptop that they could record and submit their Flipgrid video on. This portion of the activity is planned to be done at home, so students would need access to one of these outside of campus.

Student Groups: Will this activity be small groups (how many per group), independent, structured collaboration, etc?

When first describing their personal preferences, students will be working independently before collaborating with their peers to ask them of their own preferences that they wrote down. Then, the second portion of the task will also be an independently-done assignment, though the student will mention their peers responses in their video.

