

I MALINGU NA PÅTGON

TINIGE' RUFINA FEJERAN MENDIOLA · PINENTAN JOSEPH FLORES SABLAN



Leksion para i Grádon Kuátro para Singko



Estoria: I Malingu na Pátgon

Leksion: I Che'cho' Familia
Unitu: Familia

Name: Si Saina Taitano yan si Siñorita Posadas

School: Tamuneng yan MAUES

Grade Level: 4,5

Content Area: Chamoru

Timeline/Length: 2-3 na ha'áni, 60-120 minutos

Mididan Suhetu:

4.2.1 Aidentefika i palåbra yan frása siha ni' esta ma payuni

4.4.4 Ekungok pat taitai matiriåt gi fino' Chamoru tåtkomu lihende, kostumbre siha, chathinengge, atpahon, yan fina'chalek

4.5.2 Deskribi i manempottånte na taotao yan lugåt gi eskuela, gi gima', gi kumunidåt, yan gi Islas Marianas

5.2.1 Deskribi i palåbra yan frása ni' esta ma payuni

5.4.4 Ekungok pat taitai matiriåt gi fino' Chamoru tåtkomu lihende, kostumbre siha, chathinengge, atpahon, yan fina'chalek

5.5.2 Deskribi i manempottånte na taotao yan lugåt siha gi eskuela, gi kumunidåt, yan gi Islas Marianas

CCSS:

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

W.4.1b Provide reasons that are supported by facts and details.

SL.5.3 Summarize the points a speaker makes and explain how each claim was supported by reasons and evidence.

W.5.1b Provide logically ordered reasons that are supported by facts and details.

Risutton Ginagao (ESLRs/SLO):

Modelu Respetu

Akademiku Asigura i Tiningo'

Usa i Teknolohia

Enggåsa i Fina'nå'gue

Sottoyi yan Nå'i Megga na Tiningo'

**B
A
Y
E
N
A**

<p>Hinallan Atension:</p> <ol style="list-style-type: none"> Ribisa i Leksion Familia yan Siniente: <ol style="list-style-type: none"> Bukabuláriu Estráktura yan Gramátika Dineskuten Klas – Familia: <ol style="list-style-type: none"> Håfa i che’cho’-mu gi familiá-mu? Håfa i mas ya-mu na cho’cho’? Sa’ håfa? 	<p>Hinerát I Leksion:</p> <p>Aketbidát despues di leksion pat duránten i leksion Familia. I estodiánte para u ma ekungok yan deskuti un estoria, pues deskribi yan akompára i che’cho’ familia. This lesson is a follow-up activity to Familia. After listening to and discussing a story about family members’ roles, students will describe and compare their families’ roles.</p>	<p>Opyektibu/ Estaon Prumufisiente</p> <p>2.0 Siña ha deskribi i diferentes na cho’cho’ gi estoria. Siña ma:</p> <ul style="list-style-type: none"> - aidentefika i diferentes na cho’cho’ gi uriyan i gima’ - sângan/tuge’ sinangan (pih: “Ha [<u>cho’cho’</u>] si [<u>membron familia</u>].”) <p>3.0 Siña ha destengge i che’cho’ låhi yan i che’cho’ palao’an. Siña ma:</p> <ul style="list-style-type: none"> - destengge i che’cho’ para lalåhi yan para famalao’an - sângan/tuge’ sinangan (pih: “Ha _____ si [<u>membron familia</u>] sa’ cho’cho’ <u>låhi/palao’an</u>.”) <p>4.0 Siña ha akompára i che’cho’ ántes yan på’go. Siña ma:</p> <ul style="list-style-type: none"> - aidentefika i diferentes na cho’cho’ gi uriyan i gima’ - katigoriha i che’cho’ ántes yan che’cho’ på’go - sângan/tuge’ sinangan (pih: “Ha [<u>cho’cho’</u>] si [<u>membron familia</u>] ántes, lao ha [<u>cho’cho’</u>] gui’ på’go.”)
<p>ITL (Inaplikan Tiningo’ Lenguáhi):</p> <p>Bukabuláriu:</p> <ol style="list-style-type: none"> malingu – lost pátgon – child cho’cho’ – work/chores ayuda – help eskuela – school låncho – ranch <p>Gramátika:</p> <ol style="list-style-type: none"> rinipti inatotchen ‘-um-’ & ‘-in-’ 	<p>Finalågon i Leksion:</p> <ol style="list-style-type: none"> Entrodusi i Lepblo yan Bukabuláriu: <ol style="list-style-type: none"> Este na estoria put un pátgon yan i Nåna yan Tatå-ña, yan todú na aktebidát siha na mafa’nu’i guinaiya. Nihi ta tungo’ i bukabuláriu para este na estoria. Tutuhon i Estoria. Para kada pahina: <ol style="list-style-type: none"> Taitai i paråfu ya fa’nu’i i litrátu Faisen kuestion put i sensia para kada pahina/sichu’asion <ul style="list-style-type: none"> • “Håfa i sinienten (<u>membron familia</u>)?” • “Kao ya-ña i che’cho’-ña?” I grupu siha para u ma: Think-Pair-Share (TPS) Taitai ta’lo para mudelu; Na’ripiti i estodiánte An monhåyan i estoria, ribisa i familia yan cho’cho’ siha gi kada pahina 	
<p>Modifikasion:</p> <ul style="list-style-type: none"> • Fa’nu’i i litrátu/pahina • Kåttan sinangan yan litrátu • Mudelu gi pisåra • Para GATE: Siña ma aplika mås na palåbra yan estrákturan sinangan gi sinangan siha 		

<p>Ibaluasion:</p> <ul style="list-style-type: none"> • Finaisen yan ineppe put i estoria yan i familiã-ña • Litraton-ñiha • Cho'cho'-ñiha • Parâfon-ñiha • Prisentasion-ñiha • Mapan hinasso • Sinangan para kada sensia 	<p>Prinaktikan Inesgaihon:</p> <p>4. Aktebidât: “Håfa i Che'cho' Familia?”</p> <ol style="list-style-type: none"> a. Påsa huyong i pappet cho'cho' b. Faisen i kuestion siha: <ul style="list-style-type: none"> • “Håyi macho'cho'cho' gi _____?” • “Kao <u>Nånan/Tåtan/che'lon låhi/che'lon palao'an Bella?</u>” c. I estodiãnte siha para u ma: <ul style="list-style-type: none"> • TPS • Kumple' i mapan hinasso • Tuge' sinangan siha put i familian Bella yan i che'cho' familiã-ña. Usa i estråktura gi pappet cho'cho'.
<p>Maneran Finanã'gue:</p>	<p>Inilaon Kinemprende:</p> <p>5. Aktebidât: “I Che'cho' Familiã-ku Guma”</p> <ol style="list-style-type: none"> a. Direksion: Tuge' un paråfu put i che'cho'-ñiha gi familian-ñiha. Pues para u ma yunga un litråtu put guiya yan i familia yan i che'cho'-ñiha. b. Påsa huyong i pappet cho'cho'
<p>Lepblo/Materiåt siha:</p> <p>Lepblo: I Malingu na Påtgon Litråton pahina siha Otganisan litråtu/ Måpan Taotao Pisåra Tep/magnet Projector & Elmo</p>	<p>Finakpo':</p> <p>I estodiãnte siha para u ma presenta i paråfu.</p>
<p>Hinanao uriyan Islas:</p> <p>Låncho/hatdin Gi fanhaluman i halom tåno'</p>	<p>Materiåt ni' para u umentåyi i leksion:</p> <p>Projector & Elmo</p>

Håfa i Che'cho' Familia?

Håyi	Membron Familia	Amånu na Macho'cho'?				Kao ya-ña / ti ya-ña? Sa' håfa?
		gi gima'	gi sanhiyong	gi tenda	gi lancho	
Dolores	Nåna	✓	-	-	-	ya-ña sa' ya-ña ume'estoria
Vicente						
Fina						
Måna						
Ursula						
Dåling						
Maggie						
Bella	-	✓	-	-	-	ti ya-ña sa' ti siña humugåndo
Felipe						
William						

Tuge' Sinangan put i Membron Familia

Estråktura:

(Membron Familia) Bella si (Nå'an). Macho'cho'cho' gui' gi (lugåt). Ya-ña / Ti ya-ña i che'cho'-ña sa' (sa' håfa).

Hemplo:

I Nånan Bella si Dolores. Macho'cho'cho' gui' gi gima'. Ya-ña i che'cho'-ña sa' ya-ña ume'estoria.

Hågu På'go:

Ayek kuåttro na membron familia yan kumple' i sinangan gi sampapa'.

1. I _____ Bella si _____. Macho'cho'cho' gui' gi _____.
Ya-ña / Ti ya-ña i che'cho'-ña sa' _____
2. I _____ Bella si _____. Macho'cho'cho' gui' gi _____.
Ya-ña / Ti ya-ña i che'cho'-ña sa' _____
3. I _____ Bella si _____. Macho'cho'cho' gui' gi _____.
Ya-ña / Ti ya-ña i che'cho'-ña sa' _____
4. I _____ Bella si _____. Macho'cho'cho' gui' gi _____.
Ya-ña / Ti ya-ña i che'cho'-ña sa' _____

I Che'cho' Familiã-ku Guma'

Hemplo:

Guãhu si _____ Alyssa _____. Dies _____ años yu'. Guaha dos _____ na che'lu-hu/mañe'lu-hu. Macho'cho'cho' yu' gi _____ gima' _____. Ya-hu/Ti ya-hu i che'cho'-hu sa' _____ o'son i che'cho' _____. Macho'cho'cho' i che'lon lâhi gi _____ sanhiong _____, ya ya-ña / ti ya-ña i che'cho'-ña. Macho'cho'cho' i che'lon palao'an gi _____, ya ya-ña / ti ya-ña i che'cho'-ña. Macho'cho'cho' si Tãta gi _____ sanhiong _____, ya ya-ña / ti ya-ña i che'cho'-ña. Macho'cho'cho' si Nãna gi _____ kusina _____, ya ya-ña / ti ya-ña i che'cho'-ña.

Hãgu Pã'go: Usa i hemplo para kumple' i parãfu.

Guãhu si _____. _____ años yu'. Guaha _____ na che'lu-hu/mañe'lu-hu. Macho'cho'cho' yu' gi _____. Ya-hu/Ti ya-hu i che'cho'-hu sa' _____. Macho'cho'cho' i che'lon lâhi gi _____, ya ya-ña / ti ya-ña i che'cho'-ña. Macho'cho'cho' i che'lon palao'an gi _____, ya ya-ña / ti ya-ña i che'cho'-ña. Macho'cho'cho' si Tãta gi _____, ya ya-ña / ti ya-ña i che'cho'-ña. Macho'cho'cho' si Nãna gi _____, ya ya-ña / ti ya-ña i che'cho'-ña.

Yunga hao maisa yan i familiã-ku.

PROFICIENCY SCALE TEMPLATE

Strand: Familia			
Topic: I Che'cho' Familia (yan i lepblo: "I Malingu na Pátgon")			
Grade: 4 & 5			
Score			Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>The student will compare the chores of the past and present:</p> <ul style="list-style-type: none"> • identifies the different chores around the house • categorizes the chores of the past and present 		<p>The student will</p> <ul style="list-style-type: none"> • say/write sentences (example: "Ha [cho'cho'] si [membron familia] ántes, lao ha [cho'cho'] gui' pã'go.")
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student will distinguish the chores of the boys and girls:</p> <ul style="list-style-type: none"> • distinguishes the chores of the boys and girls <p>The student exhibits no major errors or omissions.</p>		<p>The student will:</p> <ul style="list-style-type: none"> • say/write sentences (example: "Ha _____ si [membron familia] sa' cho'cho' lâhi/palao'an.")
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student describes the different chores in the story:</p> <ul style="list-style-type: none"> • identifies the different chores around the house <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<p>The student will:</p> <ul style="list-style-type: none"> • say/write sentences (example: "Ha [cho'cho'] si [membron familia].")
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Estoria: I Malingu na Pátgon

Leksion: Siniente put i Che'cho'

Unitu: Siniente

Name: Si Saina Taitano yan si Siñorita Posadas

School: Tamuneng yan MAUES

Grade Level: 4,5

Content Area: Chamoru

Timeline/Length: 2-3 na ha'áni, 60-120 minutos

Mididan Suhetu:

4.1.3 Rikoknisa yan usa i mubimenton tataotao na kumunikasion ni' aya yan i sichu'asion tåtkomu i pusision i fasu yan señas kånnaí.

4.2.1 Aidentefika i palåbra yan fråsa siha ni' esta ma payuni

4.4.4 Ekungok pat taitai matiriåt gi fino' Chamoru tåtkomu lihende, kostumbre siha, chathinengge, atpahon, yan fina'chalek

4.5.2 Deskribi i manempottånte na taotao yan lugåt gi eskuela, gi gima', gi kumunidåt, yan gi Islas Marianas

5.1.3 Rikoknisa yan usa i mubimenton tataotao na kumunikasion ni' aya yan i sichu'asion tåtkomu i pusision i fasu yan señas kånnaí.

5.2.1 Deskribi i palåbra yan fråsa ni' esta ma payuni

5.4.4 Ekungok pat taitai matiriåt gi fino' Chamoru tåtkomu lihende, kostumbre siha, chathinengge, atpahon, yan fina'chalek

5.5.2 Deskribi i manempottånte na taotao yan lugåt siha gi eskuela, gi kumunidåt, yan gi Islas Marianas

CCSS:

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

W.4.1b Provide reasons that are supported by facts and details.

SL.5.3 Summarize the points a speaker makes and explain how each claim was supported by reasons and evidence.

W.5.1b Provide logically ordered reasons that are supported by facts and details.

Risutton Ginagao (ESLRs/SLO):

Modelu Respetu

Akademiku Asigura i Tiningo'

Usa i Teknolohia

Enggåsa i Fina'nå'gue

Sottoyi yan Nå'i Megga na Tiningo'

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<p>Hinallan Atension:</p> <ol style="list-style-type: none"> Ribisa i Leksion Familia yan Siniente: <ol style="list-style-type: none"> Bukabuláriu Estráktura yan Gramátika Dineskuten Klas – Familia: <ol style="list-style-type: none"> Håfa i che'cho'-mu gi familiá-mu? Kao ya-hu pat ti ya-hu? Håfa siniente-mu put i che'cho'-mu? 	<p>Hinerát I Leksion:</p> <p>Aketbidát despues di leksion pat duránten i leksion Siniente. I estodiánte para u ma ekungok yan deskuti un estoria, pues deskribi yan akompára i sinienten familia put i che'cho'-ñiha.</p> <p>This lesson is a follow-up activity to Feelings. After listening to and discussing a story about family members' roles, students will describe and compare their families' feelings about their roles.</p>	<p>Opyektibu/ Estaon Prumufisiente</p> <p>2.0 Siña ha deskribi i siniente put i diferentes na cho'cho' gi estoria. Siña ma:</p> <ul style="list-style-type: none"> - aidentefika i siniente para kada taotao - sángan/tuge' sinangan (pih: "Magof si Nána." "Triste si Bella.") <p>3.0 Siña ha destengge i siniente put che'cho' låhi yan i che'cho' palao'an. Siña ma:</p> <ul style="list-style-type: none"> - aidentefika i che'cho' para lalåhi yan para famalao'an - sángan/tuge' sinangan (pih: "[Siniente] si [membron familia] sa' _____. Ya-ña/Ti ya-ña i che'cho' låhi/palao'an.") <p>4.0 Siña ha akompára i siniente put i che'cho' ántes yan pá'go. Siña ma:</p> <ul style="list-style-type: none"> - aidentefika i rason i sinienten taotao - sángan/tuge' sinangan (pih: "Magof si Nána sa' _____. "Triste si Bella sa' _____.")
<p>ITL (Inaplikan Tiningo' Lengguåhi):</p> <p>Bukabuláriu:</p> <ol style="list-style-type: none"> malingu – lost pátgon – child cho'cho' – work/chores ayuda – help eskuela – school låncho – ranch <p>Gramátika:</p> <ol style="list-style-type: none"> rinipiti inatotchen '-um-' & '-in-' 	<p>Finalågon i Leksion:</p> <ol style="list-style-type: none"> Entrodusi i Lepblo yan Bukabuláriu: <ol style="list-style-type: none"> Este na estoria put un pátgon yan i Nána yan Tatå-ña, yan todú na aktebidát siha na mafa'nu'i guinaiya. Nihi ta tungo' i bukabuláriu para este na estoria. Tutuhon i Estoria. Para kada pahina: <ol style="list-style-type: none"> Taitai i paråfu ya fa'nu'i i litrátu Faisen kuestion put i sensia para kada pahina/ sichu'asion <ul style="list-style-type: none"> • "Håfa i sinienten (<u>membron familia</u>)?" • "Kao ya-ña i che'cho'-ña?" I grupu siha para u ma: <ul style="list-style-type: none"> • Think-Pair-Share (TPS) Taitai ta'lo para mudelu; Na'ripiti i estodiánte An monháyan i estoria, ribisa i sensia siha gi kada pahina 	
<p>Modifikasion:</p> <ul style="list-style-type: none"> • Fa'nu'i i litrátu/pahina • Káttan sinangan yan litrátu • Mudelu gi pisára • Para GATE: Siña ma aplika mås na palåbra yan estrákturan sinangan gi sinangan siha 		

<p>Ibaluasion:</p> <ul style="list-style-type: none"> • Finaisen yan ineppe put i estoria yan i familiá-ña • Litraton-ñiha • Cho'cho'-ñiha • Paráfon-ñiha • Prisentasion-ñiha • Mapan hinasso • Sinangan para kada sensia 	<p>Prinaktikan Inesgaihon:</p> <p>4. Aktebidát: “Háy i Sinienten Familia Put i Che'cho'-ña?”</p> <ol style="list-style-type: none"> a. Pása huyong i pappet cho'cho' b. Faisen i kuestion siha: <ul style="list-style-type: none"> • “Háy macho'cho'cho' gi _____?” • “Háfa i siniente-ña si _____ put i che'cho'-ña? Taimanu un tungo’?” c. I estodiánte siha para u ma: <ul style="list-style-type: none"> • TPS • Kumple' i otganisan ideha • Tuge' sinangan siha put i familian Bella yan i che'cho' yan sinienten familiá-ña. Usa i estráktura gi pappet cho'cho'.
<p>Maneran Finaná'gue:</p>	<p>Inilaon Kinemprende:</p> <p>5. Aktebidát: “I Che'cho' Familiá-ku Guma”</p> <ol style="list-style-type: none"> a. Direksion: Tuge' un paráfu put i che'cho' yan sinienten-ñiha gi familian-ñiha. Pues para u ma yunga un litrátu put guiya yan i familia yan i che'cho'-ñiha. b. Pása huyong i pappet cho'cho'
<p>Lepblo/Materiát siha:</p> <p>Lepblo: I Malingu na Pátgon Litráton pahina siha Otganisan litrátu/ Mâpan Taotao Pisára Tep/magnet Projector & Elmo</p>	<p>Finakpo':</p> <p>I estodiánte siha para u ma presenta i paráfu.</p>
<p>Hinanao uriyan Islas:</p> <p>Lâncho/hatdin Gi fanhaluman i halom tâno'</p>	<p>Materiát ni' para u umentáy i leksion:</p> <p>Projector & Elmo</p>

Håfa i Sinienten Familia put i Che'cho'-ña?

Håyi	Membron Familia	Amánu na Macho'cho'?				Kao ya-ña / ti ya-ña? Sa' håfa?
		gi gima'	gi sanhiyong	gi tenda	gi lancho	
Dolores	Nána	✓	-	-	-	ya-ña sa' ya-ña ume'estoria
Vicente						
Fina						
Mána						
Ursula						
Dáling						
Maggie						
Bella	-	✓	-	-	-	ti ya-ña sa' ti siña humugándo
Felipe						
William						

Tuge' Sinangan put i Membron Familia

Estráktura:

(Membron Familia) Bella si (Ná'an). Macho'cho'cho' gui' gi (lugát). (Siniente) gui' put i che'cho'-ña.

Hemplo:

I Nánan Bella si Dolores. Macho'cho'cho' gui' gi gima'. Magof gui' put i che'cho'-ña.

Hågu Pá'go:

Ayek kuáttro na membron familia yan kumple' i sinangan gi sampapa'.

1. I _____ Bella si _____. Macho'cho'cho' gui' gi _____.

_____ gui' put i che'cho'-ña.

2. I _____ Bella si _____. Macho'cho'cho' gui' gi _____.

_____ gui' put i che'cho'-ña.

3. I _____ Bella si _____. Macho'cho'cho' gui' gi _____.

_____ gui' put i che'cho'-ña.

4. I _____ Bella si _____. Macho'cho'cho' gui' gi _____.

_____ gui' put i che'cho'-ña.

I Che'cho' Familiã-ku Guma'

Hemplo:

Guãhu si Alyssa. Onse años yu'. Guaha dos
na che'lu-hu/mañe'lu-hu. Macho'cho'cho' yu' gi gima'. Magof
yu' put i che'cho'-hu, sa' ya-hu/ti ya-hu i makinan manengheng. Macho'cho'cho' i che'lon
lãhi gi sanhiyong. Macho'cho'cho' i che'lon palao'angi _____.
Macho'cho'cho' si Tãta gi sanhiyong, ya macho'cho'cho' si Nãna gi kusina.

Hãgu Pã'go

Guãhu si _____. _____ años yu'. Guaha _____
che'lu-hu/mañe'lu-hu. Macho'cho'cho' yu' gi _____. _____
yu' put i che'cho'-hu, sa' ya-hu/ti ya-hu i _____. Macho'cho'cho' i che'lon
lãhi gi _____. Macho'cho'cho' i che'lon palao'an gi _____.
Macho'cho'cho' si Tãta gi _____, ya macho'cho'cho' si Nãna gi _____.

Yunga hao maisa yan i familiã-mu.

PROFICIENCY SCALE TEMPLATE

Strand: Siniente		
Topic: I Siniente put i Che'cho' (yan i lepblo: "I Malingu na Pátgon")		
Grade: 4 & 5		
Score		Sample Activities
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>The student will compare the feelings of the chores from the past and the chores in the present:</p> <ul style="list-style-type: none"> identifies the reason for the family's feelings <p>The student will</p> <ul style="list-style-type: none"> say/write sentences (example: "[Siniente] si [membron familia] sa' [rason].") 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
3.0	<p>The student will distinguish feelings of the boys' chores and the girls' chores:</p> <ul style="list-style-type: none"> describes family members' feelings identifies the boys' chores and the girls' chores <p>The student exhibits no major errors or omissions.</p>	<p>The student will:</p> <ul style="list-style-type: none"> say/write sentences (example: "[Siniente] si [membron familia] sa' [rason]. Ya-ña/Ti ya-ña i che'cho' lãhi/palao'an.")
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student describes the family members' feelings about their chores in the story:</p> <ul style="list-style-type: none"> identifies the family members' feelings in the story <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>The student will:</p> <ul style="list-style-type: none"> say/write sentences (example: "[Siniente] si [membron familia].")
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	