**K.Marquez**

**Kindergarten Spanish**

**Week of April 12, 2010**

**Unit**: Feelings

**Topic**: Using Emociones/Feelings and Opposites to understand and re-tell the story *Ricitos de Oro y los Tres Osos*

**SWBAT**

* demonstrate comprehension of feelings and opposites vocabulary through appropriate physical response while hearing the narration of the story *Goldilocks and the Three Bears* in Spanish
* re-tell the story *Goldilocks and the Three Bears* in Spanish using opposites, feelings vocabulary and/or appropriate physical actions

**NJCCC- Cumulative Progress Indicators**

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| 7.1.NM.A.5  | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, [culturally authentic materials](https://docs.google.com/Doc?docid=0AVLRPPgTcgFjZGt0Nmpwbl8zZjVzemttanY&hl=en#CULTURALLYAUTHENTICMATERIALS) on familiar topics. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |

**Day One**

**Vocabulary**

*Review*:

Estoy feliz, triste, enojado/a

*New:*

Casa, Cama, Silla, Oso, Grande, Chiquito, perfecto

Toca la puerta, abre la puerta, corre, cocina, sala, dormitorio

**Opening/Review**

Sing the Buenos Dias song and have students "repeat after me: si yo canto lento, ustedes canten lento, etc". Instead of just singing the usual "muy bien gracias" add muy mal and mas o menos with hand gestures. Have students repeat each phrase once the song has ended and practice the hand gestures for each one. Then add in the gesture for "estoy-I am". Have students practice the gestures as you say each new phrase (i.e. "Estoy feliz. Estoy triste. Estoy enojado") Repeat, mixing up the phrases out of order this time.

 *Rules and Consequences: have students say the rules along with you and explain the Compliment Chain.*

 *Review gestures for “si, entiendo” and “no, no entiendo” and “despacio”.*

**Anticipatory Set**
Ask for students to tell with a Thumbs Up who knows the story Goldilocks and the Three Bears. Ask for volunteers to quickly sum up the story. Ask for volunteers to tell how Goldilocks must be feeling when the bears find her, how the bears must be feeing when they see that their chairs are broken, etc. Explain that today we will be using our EMOCIONES to tell the story Goldilocks and the Three Bears en Espanol!

**Intro to New Material**
*Establishing Meaning*: Explain that in order to be able to understand the story, there are a few new words that we need to discuss. Say each new word and have the students SILENTLY perform the accompanying gesture for each one. For those words that have a picture (ie cama, casa, silla, oso), put the picture up on the board.

**Guided Practice**
*Personalization/PQA:* For each new word, ask the students questions in Spanish. *(Usted tiene una cama grande o una cama Chiquita? Clase, Naheem tiene una cama grande o una cama Chiquita?)*

**Independent Practice**

* Remind students of the Storytelling Basics: when you hear something Muy Bien, you say, “AAAAH!”. When you hear something Muy Mal you say “OH NO!”. When you hear a word you know, do the motions!
* Using the script below and the Felt Board, narrate the story *Goldilocks and the Three Bears* in Spanish

**Goldilocks and The Three Bears Script (Emociones and Opposites focus)**

**~Script created by K.Marquez 2010~**

**Hay una nina que se llama Goldilocks**

**Un dia esta caminando en el bosque y ve una casa chiquita (check for actions)**

**Toca la puerta.**

**Abre la puerta.**

**UH OH! Hay un problema!**

**Goldilocks tiene hambre.**

**En la cocina, ve unos platos de sopa.**

**Prueba la sopa del primer plato y dice: Ay! Que sopa caliente! (check for actions)**

**Prueba la sopa del segundo plato y dice: Ay! Que sopa fria! (check for actions)**

**Prueba la sopa del tercer plato y dice: Ah, que sopa perfecta! (check for actions)**

**Come la sopa**

**Goldilocks esta feliz!**

**UH OH! Hay un problema!**

**Goldilocks esta cansada.**

**En la sala, ve unas sillas.**

**Se sienta en la primera silla y dice: Ay! Que silla grande! (check for actions)**

**Se sienta en la segunda silla y dice: Ay! Que silla chiquita! (check for actions)**

**Se sienta en la tercera silla y dice: Ah, que silla perfecta! (check for actions)**

**Goldilocks esta feliz!**

**UH OH! Hay un problema!**

**Goldilocks esta cansada.**

**En el dormitorio, ve unas camas.**

**Se acuesta en la primera cama y dice: Ay! Que cama dura!**

**Se acuesta en la segunda cama y dice: Ay! Que cama suave!**

**Se acuesta en la tercera cama y dice: Ah, que cama perfecta!**

**Se duerme.**

**De repente llegan los dueños de la casa: una familia de Osos! El Papa Oso es muy grande. La mama Oso es mediana. Y el Bebe Oso es muy chiquito (check for actions)**

**Van a la cocina.**

**El Papa Oso dice: Alguien comió mi sopa!**

**El Papa Oso esta enojado!**

**La Mama Oso dice: Alguien comió mi sopa!**

**La Mama Oso esta enojada!**

**El bebe Oso dice: Alguien comió mi sopa y no quedó nada!**

**El bebe Oso esta enojado!**

**Van a la sala.**

**El Papa Oso dice: Alguien se sentó en mi silla!**

**El Papa Oso esta enojado!**

**La Mama Oso dice: Alguien se sentó en mi silla!**

**La mama oso esta enojada!**

**El Bebe Oso dice: Alguien se sentó en mi silla y no quedó nada!**

**El bebe oso esta enojado!**

**Van al dormitorio.**

**El Papa Oso dice: Alguien se acostó en mi cama!**

**El Papa Oso esta enojado!**

**La Mama Oso dice: Alguien se acostó en mi cama!**

**La Mama Oso esta enojada!**

**El Bebe Oso dice: Alguien se acostó en mi cama y ahí está!**

**El bebe Oso esta enojado!**

**Ricitos de Oro despierta.**

**Ve los osos.**

**Abre la puerta.**

**Corre.**

**Closing**

Ask students how Goldilocks felt at and what she did at key parts of the story: *Cuando esta cansada, se acuesta en la sopa o en la cama? Cuando tiene hambre come la silla o come la sopa*? Have students answer chorally. Explain that the next time we see each other, the students will start to narrate the story, not the teacher!

 **Day Two**

**Vocabulary**

*Emociones Review*:

Estoy feliz, triste, enojado/a

*Goldilocks Review:*

Casa, Cama, Silla, Oso, Grande, Chiquito, perfecto

Toca la puerta, abre la puerta, corre, cocina, sala, dormitorio

**Opening/ Emociones Review**

Sing the Buenos Dias song and have students "repeat after me: si yo canto lento, ustedes canten lento, etc". Then have students practice the gestures as you say each new phrase (i.e. "Estoy feliz. Estoy triste. Estoy enojado") . Next, have a brief conversation with two or three students about how they are feeling that day and why (*Estoy triste. Por que? Porque estoy enojada!)*

 ***Rules and Consequences: have students say the rules along with you and explain the Compliment Chain.***

**Goldilocks Review**
*Establishing Meaning*: Say each review word and have the students SILENTLY perform the accompanying gesture for each one. For those words that have a picture (ie cama, casa, silla, oso), put the picture up on the board.

**Guided Practice**
*Personalization/PQA:* For each new word, ask the students PERSONALIZED questions in Spanish. *(Usted tiene una cama grande o una cama Chiquita? Clase, Zenasia tiene una cama grande o una cama Chiquita?)*

**Independent Practice/Assessment**

* Remind students of the Storytelling Basics: when you hear something Muy Bien, you say, “AAAAH!”. When you hear something Muy Mal you say “OH NO!”. When you hear a word you know, do the motions!
* Using the Goldilocks script and the Felt Board, narrate the story *Goldilocks and the Three Bears* in Spanish. Ask for student volunteers to fill in the blanks of your sentences and ask a lot of opposing questions (ie. *Goldilocks se siente en la sopa o en la silla? El Papa Oso esta feliz o esta enojado?)*

**Assessment Rubric (Classwork Grade)**

V= the student can provide the vocabulary word in either gesture or verbal form, provides appropriate reactions and gestures throughout the story

M= the student needs prompting to provide the vocabulary word in either gesture or verbal form, also needs prompting to provide appropriate reactions and gestures throughout the story

A= the student cannot provide the vocabulary word in either gesture or verbal form, also needs constant prompting to provide appropriate reactions and gestures throughout the story