**K.Marquez**

**5th Grade Spanish**

**Emociones Unit**

**Week of April 12**

**Day 1**

**Topic:** Using *Emociones* vocabulary to re-tell and re-enact a TPRS story created by each homeroom

**Vocabulary**

Review (emociones): Hola! Buenos dias! Como esta? Muy bien! Muy mal. Mas o menos. Por que? Porque estoy feliz. Porque estoy triste. Porque estoy furioso/a. Porque estoy celoso/a. Porque estoy cansado/a. Que pasa? Cuento Loco Vocab: *presidente, dulces, arbol, tigre, respire fuego, siembra* *)*

**NJCCCS Standards**

*Interpretive*

|  |  |
| --- | --- |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |

*Interpersonal*

|  |  |
| --- | --- |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |

*Presentational*

|  |  |
| --- | --- |
| 7.1.NH.C.4 | Tell or retell stories from age- and level-appropriate, [culturally authentic materials](https://docs.google.com/Doc?docid=0AVLRPPgTcgFjZGt0Nmpwbl8zZjVzemttanY&hl=en#CULTURALLYAUTHENTICMATERIALS) orally or in writing. |

**SWBAT**

Use emotions/feelings vocabulary and phrases learned over the past two weeks to re-tell and re-enact a TPRS story.

**Opening/Review**

Buenos Dias song: sing with the students creating emphasis on muy bien, muy mal, and mas o menos by singing lento on those particular words and using the appropriate hand gestures (thumbs up, thumbs down, and waving hand side to side).

TPR review: call out a phrase for each emotion (ie Estoy enojada) and have the class silently act each out.

**Anticipatory Set/Review**

Practice emociones vocabulary from last week by having a short conversation with three students: I will greet students and ask them, Como esta? Students will respond with feelings phrases learned last week.

Remind students of the Storyasking Basics: 1) Have students practice reactions to positive (muy bien) and negative (muy mal) elements of a story. Explain that when they hear something muy bien (ie feliz) they should all say AAAAH! And when they hear something muy mal (celoso, furiosa) they should all say OH NO!!!!

Explain that today we will use emociones and cuerpo vocabulary to act out the crazy story that students invented during last class. Explain that today the STUDENTS will be narrating it instead of the teacher!

**Application/Assessment (Classwork Grade)**

*Cuento Loco Recall*: Have students open their notebooks to the Cuento Loco that we started to write before vacation. Ask for volunteers to remember elements of the story. Give prompts by giving students choices: Senora Marquez esta triste or esta furiosa? Quien comio sus zapatos- el perro o el gato?

*Establishing Meaning/Personalizing New Words*: As each new word or phrase is recalled, write it on the board and have students practice the accompanying gesture. Ask the students personalized questions about each new word (ie. Que comio para el desayuno hoy?) Make sure that every student has a chance to practice with each new word.

For those sentences not yet recorded in the students notebooks, have the students add them to the story.

 Ask for volunteers to retell/read the story while other students act it out.

**Assessment Rubric**

V= student replies to personalized question with appropriate gestures without prompting

M= student requires some prompting to be able to respond

A= student cannot reply to questions even with much prompting

**Closing**

Explain that we will use this story again next time to make our own books and that the STUDENTS will be continuing to narrate it instead of the teacher!

**Day Two**

**Topic:** Using *Emociones* vocabulary to create and re-enact a TPRS story

**Vocabulary**

**Vocabulary**

Review (emociones): Hola! Buenos dias! Como esta? Muy bien! Muy mal. Mas o menos. Por que? Porque estoy feliz. Porque estoy triste. Porque estoy enojado/a. Que pasa? Cuento Loco Vocab: *tiro, basura, desayuno, almuerzo, perdóneme, esta bien, abrazo,  perro, gato, árbol, no preparo, rescata)*

**NJCCCS Standards**

*Interpretive*

|  |  |
| --- | --- |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |

*Interpersonal*

|  |  |
| --- | --- |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |

*Presentational*

|  |  |
| --- | --- |
| 7.1.NH.C.4 | Tell or retell stories from age- and level-appropriate, [culturally authentic materials](https://docs.google.com/Doc?docid=0AVLRPPgTcgFjZGt0Nmpwbl8zZjVzemttanY&hl=en#CULTURALLYAUTHENTICMATERIALS) orally or in writing. |

**SWBAT**

Use emotions/feelings vocabulary and phrases learned over the past two weeks to re-tell and re-enact a TPRS story by making a book for the story and narrating from it. Students will also create their own ending to the Cuento Loco written by their homeroom.

**Opening/Review**

Buenos Dias song: sing with the students creating emphasis on muy bien, muy mal, and mas o menos by singing lento on those particular words and using the appropriate hand gestures (thumbs up, thumbs down, and waving hand side to side)

**Review**

Remind students of the Storyasking Basics: Have students practice reactions to positive (muy bien) and negative (muy mal) elements of a story. Explain that when they hear something muy bien (ie feliz) they should all say AAAAH! And when they hear something muy mal (celoso, furiosa) they should all say OH NO!!!! When they hear a word they recognize they can either say it or act it out.

Read each homeroom’s Cuento Loco to them out loud and have the class act it out in their seats. Explain that today we will be making BOOKS for the cuento loco that they wrote! But here’s the catch: the students will add their OWN ending to the story!!

Explain that once the books are finished we will be using them to be narrators and actors for Grade Wide Story Time.

**Application**

Explain the Book Basics:

* Illustrate when you are ***finished*** writing!
* No more than two sentences per page
* Practice saying each sentence as you write it.
* You must write your OWN ending to the story using vocabulary we have already learned this year!

  This most likely will be assessed next week: Ask for volunteers to narrate the story while other students act it out.

V=  Narrator-Smooth, clear pronunciation, emotive expression of the story

       Actor-responds to narrator with correct expressions, actions, gestures.

M= Narrator- mostly clear pronunciation, needs some prompts to express the story line

      Actor- needs minimal prompting to be able to respond to narrator with correct expressions, actions, gestures

A= Narrator- needs continual prompting to express the story

     Narrator- needs continual prompting to be able to respond to the narrator with correct expressions, actions, and gestures.