

# Lesson Title: Areklamentu Siha

**Name:** Siñot F. Calvo, Siñot S. Maritita,  
Siñora V. Mesa, Siñora B. Reyes,  
Siñora J. Rodriguez-Charfauros  
**School:** Upi Elementary  
**Grade Level:** K-5th  
**Content Area:** Chamoru  
**Timeline/Length:** SY 2015-2016

## DOE Content Standards/Performance Indicators & Common Core State Standards:

- Standard 1 – Interpersonal Communication: Student will engage in conversations to express ideas and feelings, to provide and obtain information, and to exchange opinions.
  - ✓ K.1.2 – Give and follow simple instructions: Students will follow simple classroom directions
- Standard 2 – Interpretive Communication: Students will understand and interpret written and spoken ideas and information on a variety of topics.
  - ✓ 1.2.3 – Demonstrate comprehension of statements, such as simple requests, commands, and directions: Students will follow routine classroom and school rules.
  - ✓ 2.2.2, 3.2.2, 4.2.2, 5.2.2 – Students will follow prompts using words and commands.

## SLOs:

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige’)
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidât)
- Integrate learning and apply to real-life situation (Man danña’ i tiningo’ siha yan ha aplika este para i magâhet na situasion lina’la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila’ na tiempo siha)
- Set personal goals and work towards achieving them (Disidi hâfa siha malago’ pues fachuchu’i mo’na)

## “I Can” Statements:

- I can read in Chamorro! (Siña yu’ manaitai gi fino’ Chamoru!)
- I can write in Chamorro! (Siña yu’ mângge’ gi fino’ Chamoru!)
- I can speak in Chamorro! (Siña hu sângan gi fino’ Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palâbra gi fino’ Chamoru!)
- I can sing in Chamorro! (Siña hu kânta gi fino’ Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

## Key Concepts

1. Gai Respetu
2. Gai Responsibilidât
3. Na’ Sâffu hao

## Lesson Overview

Students will learn the classroom and school rules in Chamorro.

## Lesson Objectives

In this lesson, students will be able to:

- read and identify the classroom and school-wide rules in Chamorro with at least 80-100% accuracy.
- write and recite the classroom and school-wide rules in Chamorro with at least 80-100% accuracy.

<p><b>Textbooks/Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Notebook</li> <li>• Worksheets</li> <li>• Pictures</li> <li>• Multimedia</li> </ul>	<p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Teacher will introduce the lesson with visual materials that illustrate the school-wide and classroom rules.             <ol style="list-style-type: none"> <li>1. Gai Respestu (Be Respectful)</li> <li>2. Gai Responsibilidât (Be Responsible)</li> <li>3. Na' Sâffu hao (Be Safe)</li> </ol> </li> <li>• Teacher will conduct repetitive practice of the rules in Chamorro for complete pronunciation and recitation.</li> <li>• Students will practice writing for proper memorization of the rules.</li> </ul>
<p><b>Assessment/Evaluation</b></p> <ul style="list-style-type: none"> <li>✓ KWL Chart</li> <li>✓ Journaling</li> <li>✓ Spot Checking</li> <li>✓ Group Response</li> <li>✓ Written/Verbal Assessments</li> <li>✓ Rubrics</li> <li>✓ Oral Presentation</li> </ul>	<p><b>Wrap-Up/Closing Activity</b></p> <ul style="list-style-type: none"> <li>• Students will recite individually of both classroom and school rules in Chamorro.</li> <li>• Students will practice writing rules in notebook and saying rules for homework.</li> </ul>

# Lesson Title: Baila

**Name:** Siñot F. Calvo, Siñot S. Maritita,  
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Siñora J. Rodriguez-Charfauros  
**School:** Upi Elementary  
**Grade Level:** K-5th  
**Content Area:** Chamoru  
**Timeline/Length:** SY 2015-2016

## DOE Content Standards/Performance Indicators & Common Core State Standards:

- Standard 4: Culture – Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.
  - K.4.6, 1.4.6, 2.4.5, 3.4.5, 4.4.5, 5.4.5 – Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance.

## SLOs:

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige’)
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidad’)
- Integrate learning and apply to real-life situation (Man danña’ i tiningo’ siha yan ha aplika este para i magâhet na situasion lina’la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila’ na tiempo siha)
- Set personal goals and work towards achieving them (Disidi hâfa siha malago’ pues fachuchu’i mo’na)

## “I Can” Statements:

- I can read in Chamorro! (Siña yu’ manitai gi fino’ Chamoru!)
- I can write in Chamorro! (Siña yu’ mângge’ gi fino’ Chamoru!)
- I can speak in Chamorro! (Siña hu sângan gi fino’ Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palabra gi fino’ Chamoru!)
- I can sing in Chamorro! (Siña hu kânta gi fino’ Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

## Vocabulary

Mo’na	Tâtte	Bira
Agapa’	Akague	
Hulo’	Papa’	
Apunta	Châchâ	Bâtsu
Tuis	Ha’iguas	Sostis
Yengyung	Dispâsio	Chaddik

## Lesson Overview

Students will learn different dance movements in Chamorro

## Lesson Objectives

In this lesson, students will be able to:

- perform dance steps in Chamoru with at least 80-100% accuracy.

## Textbooks/Materials/Resources:

- Textbook
- Notebook
- Worksheets
- Pictures
- Multimedia
- Audio Player

## Procedures

- Teacher will demonstrate different dance movements to the students.
- Step by step procedure will be taught for mastery.
- Students and teacher will practice individually
- Students will practice with partners

**Assessment/Evaluation**

- ✓ KWL Chart
- ✓ Journaling
- ✓ Spot Checking
- ✓ Group Response
- ✓ Written/Verbal Assessments
- ✓ Rubrics
- ✓ Oral Presentation

**Wrap-Up/Closing Activity**

- Teacher may show students actual video clips of the dance movements
- Teacher will use music to perform the dance movements
- Students will practice more at home with family members

❖ This lesson is continuous throughout the school year.

# Lesson Title: Kãnta Siha

**Name:** Siñot F. Calvo, Siñot S. Maritita,  
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**School:** Upi Elementary  
**Grade Level:** K-5th  
**Content Area:** Chamoru  
**Timeline/Length:** SY 2015-2016

## DOE Content Standards/Performance Indicators & Common Core State Standards:

- Standard 4: Culture – Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.
  - K.4.6, 1.4.6, 2.4.5, 3.4.5 – Perform samples of traditional arts and expressive products from the Chamorro culture in chanting, music and dance
- Standard 3: Presentational Communication – Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.
  - 2.3.2 – Recite developmentally appropriate rhymes, poems, or songs
  - 2.3.3 – Present on topics using three to five sentences, combining familiar vocabulary

## SLOs:

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige')
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidât)
- Integrate learning and apply to real-life situation (Man danña' i tiningo' siha yan ha aplika este para i magâhet na situasion lina'la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila' na tiempo siha)
- Set personal goals and work towards achieving them (Disidi hâfa siha malago' pues fachuchu'i mo'na)

## "I Can" Statements:

- I can read in Chamorro! (Siña yu' manaitai gi fino' Chamoru!)
- I can write in Chamorro! (Siña yu' mângge' gi fino' Chamoru!)
- I can speak in Chamorro! (Siña hu sângan gi fino' Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palâbra gi fino' Chamoru!)
- I can sing in Chamorro! (Siña hu kãnta gi fino' Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

## Vocabulary

## Lesson Overview

Students will learn how to dance different Chamorro dance steps.

## Lesson Objectives

In this lesson, students will be able to:

- ✓ Sing songs related to parts of the body, numbers, and colors
- ✓ Recite simple poems, stories, songs, and legends
- ✓ Sing Kotturâ-ta
- ✓ Sing Si Nânan Mâmi
- ✓ Sing Piknik
- ✓ Sing Unu Hit

\*\*Objectives are completed by each grade level with at least 80-100% accuracy in Chamorro.

<p><b>Textbooks/Materials/Resources:</b></p> <ul style="list-style-type: none"><li>• Textbook</li><li>• Notebook</li><li>• Worksheets</li><li>• Pictures</li><li>• Multimedia</li><li>• Audio Player</li></ul>	<p><b>Procedures</b></p> <ul style="list-style-type: none"><li>• Teacher will present students will song sheets to help students familiarize the words in the song.</li><li>• Teacher and students will practice saying and repeating the different words.</li><li>• Teacher will play the songs on an audio player.</li><li>• Teacher and students will practice singing and memorizing the songs.</li><li>• Within a few days of practice, student should be able to sing the songs without song sheets.</li><li>• Singing and dancing can be incorporated together.</li></ul>
<p><b>Assessment/Evaluation</b></p> <ul style="list-style-type: none"><li>✓ KWL Chart</li><li>✓ Journaling</li><li>✓ Spot Checking</li><li>✓ Group Response</li><li>✓ Written/Verbal Assessments</li><li>✓ Rubrics</li><li>✓ Oral Presentation</li></ul>	<p><b>Wrap-Up/Closing Activity</b></p> <ul style="list-style-type: none"><li>• Students will practice and sing the different songs throughout the school year for complete memorization.</li><li>• Students will also sing the songs during Chamorro Month celebration.</li></ul>

# Lesson Title: Lihende

Name: Siñot F. Calvo, Siñot S. Maritita,  
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Siñora J. Rodriguez-Charfauros  
School: Upi Elementary  
Grade Level: Kattiya  
Content Area: Chamoru  
Timeline/Length: SY 2015-2016

## DOE Content Standards/Performance Indicators & Common Core State Standards:

- Standard 4: Culture – Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.
  - ✓ K.4.4 – Listen to stories and legends in the Chamorro language.
  - ✓ K.4.5 – Perform samples of traditional and expressive products from the Chamorro culture in storytelling and poetry.

## SLOs:

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige')
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidât)
- Integrate learning and apply to real-life situation (Man danña' i tiningo' siha yan ha aplika este para i magâhet na situasion lina'la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila' na tiempo siha)
- Set personal goals and work towards achieving them (Disidi hâfa siha malago' pues fachuchu'i mo'na)

## "I Can" Statements:

- I can read in Chamorro! (Siña yu' manaitai gi fino' Chamoru!)
- I can write in Chamorro! (Siña yu' mângge' gi fino' Chamoru!)
- I can speak in Chamorro! (Siña hu sângan gi fino' Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palâbra gi fino' Chamoru!)
- I can sing in Chamorro! (Siña hu kânta gi fino' Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

## Lesson Overview

Students will learn about the different Legends of Guam.

## Lesson Objectives

In this lesson, students will be able to:

- Listen to Legends of Guam: Gi Paingen Krismas; I Guaka Yan I Karabão; Hilitai Yan I Ke'ko'

\*\*Objectives are completed with at least 80-100% accuracy in Chamorro.

## Vocabulary

### Sirena

Sáddok

Nangu

Umágang

Matago'-ña

Matliná-ña

Mama'guihan

Lamitá

Osgé

### I Karabão gi paingen krismas

neni

karabãoa

Belen

puengi/paingen

anghet

niñu

bunitu

fanganta/kanta

### I Guaka Yan I Karabão

guaka

karabão

natibu

lássas

akachayi

dangkulo

mafñot

lachi

### I Hilitai Yan I Ke'ko'

Liyang

Banidosa

Atanon

Ko'ko'

Kulot

Penta

Penset

bunito

### **Textbooks/Materials/Resources:**

- Textbook
- Notebook
- Worksheets
- Pictures
- Multimedia

### **Procedures**

- Teacher will read the legends to the students.
- The students will be asked questions about the legends for comprehension.
- A group discussion about the legend will be done.

### **Assessment/Evaluation**

- ✓ KWL Chart
- ✓ Journaling
- ✓ Spot Checking
- ✓ Group Response
- ✓ Written/Verbal Assessments
- ✓ Rubrics
- ✓ Oral Presentation
- ✓ Assignments/Projects

### **Wrap-Up/Closing Activity**

- Students will complete assignments or activities relating to the legend.
- Homework/projects may be completed for family participation.

\*Lessons may vary depending to the teacher's discretion and abilities.



# Lesson Title: Lihende

**Name:** Siñot F. Calvo, Siñot S. Maritita,  
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Siñora J. Rodriguez-Charfauros  
**School:** Upi Elementary  
**Grade Level:** Kuáttro  
**Content Area:** Chamoru  
**Timeline/Length:** SY 2015-2016

## DOE Content Standards/Performance Indicators & Common Core State Standards:

- Standard 3: Presentational Communication – Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.
  - ✓ 4.3.2 – Narrate current events
  - ✓ 4.3.3 – Report and describe, using simple to complex sentences.
  - ✓ 4.3.4 – Speak the Chamorro language
- Standard 4: Culture – Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.
  - ✓ 4.4.4 – Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor

## SLOs:

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige')
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidåt)
- Integrate learning and apply to real-life situation (Man danña' i tiningo' siha yan ha aplika este para i magâhet na situasion lina'la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila' na tiempo siha)
- Set personal goals and work towards achieving them (Disidi hâfa siha malago' pues fachuchu'i mo'na)

## "I Can" Statements:

- I can read in Chamorro! (Siña yu' manaitai gi fino' Chamoru!)
- I can write in Chamorro! (Siña yu' mângge' gi fino' Chamoru!)
- I can speak in Chamorro! (Siña hu sângan gi fino' Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palâbra gi fino' Chamoru!)
- I can sing in Chamorro! (Siña hu kânta gi fino' Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

## Lesson Overview

Students will learn about the different Legends of Guam.

## Lesson Objectives

In this lesson, students will be able to:

- Discuss current events using simple to complex sentences.
- Engage in class discussion based on lesson
- Provide simple descriptions and information in speech
- Respond orally to questions using words, phrases, and simple sentences from daily lessons.
- Relate to Legends of Guam: Hâfa na Manggeftão I Man Chamorro; Si Alu yan Si Pang; Si Maga'lâhi Gâdão

\*\*Objectives are completed with at least 80-100% accuracy in Chamorro.

## Vocabulary

### Håfa na Manggeftão I Man Chamorro

Antigun  
Taotåomo'na  
Bisita  
Isa  
Palão'an  
LamLam  
Låhi  
Tentågo'  
Yu'os  
Pasaheru  
Båtsala  
Sadi'gåni (sade'gåni)  
Popble  
Estrangheru  
Mampenacha

### Si Maga'låhi Gådåo

metgogot  
taima'åñåo  
humåñåo  
pumeska  
Humåtak  
Kånton Tåsi  
halu'u  
ensigidas  
tokcha  
dadåo  
nisisita  
nanguyi  
tomba  
ipe'  
patnas

### **Textbooks/Materials/Resources:**

- Textbook
- Notebook
- Worksheets
- Pictures
- Multimedia

### **Procedures**

- Teacher will read the legends to the students.
- The students will be asked questions about the legends for comprehension.
- A group discussion about the legend will be done.

### **Assessment/Evaluation**

- ✓ KWL Chart
- ✓ Journaling
- ✓ Spot Checking
- ✓ Group Response
- ✓ Written/Verbal Assessments
- ✓ Rubrics
- ✓ Oral Presentation
- ✓ Assignments/Projects

### **Wrap-Up/Closing Activity**

- Students will complete assignments or activities relating to the legend.
- Homework/projects may be completed for family participation.

\*Lessons may vary depending to the teacher's discretion and abilities.

# Lesson Title: Lihende

Name: Siñot F. Calvo, Siñot S. Maritita,  
Siñora V. Mesa, Siñora B. Reyes,  
Siñora J. Rodriguez-Charfauros

School: Upi Elementary

Grade Level: **Primet**

Content Area: Chamoru

Timeline/Length: SY 2015-2016

## DOE Content Standards/Performance Indicators & Common Core State Standards:

- Standard 4: Culture – Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.
  - ✓ 1.4.4 – Listen to or read simple materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor.
  - ✓ 1.4.5 – Perform samples of traditional and expressive products from the Chamorro culture in storytelling and poetry.

## SLOs:

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige')
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidat)
- Integrate learning and apply to real-life situation (Man danña' i tiningo' siha yan ha aplika este para i magâhet na situasion lina'la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila' na tiempo siha)
- Set personal goals and work towards achieving them (Disidi hâfa siha malago' pues fachuchu'i mo'na)

## "I Can" Statements:

- I can read in Chamorro! (Siña yu' manaitai gi fino' Chamoru!)
- I can write in Chamorro! (Siña yu' mângge' gi fino' Chamoru!)
- I can speak in Chamorro! (Siña hu sangan gi fino' Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palâbra gi fino' Chamoru!)
- I can sing in Chamorro! (Siña hu kanta gi fino' Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

## Lesson Overview

Students will learn about the different Legends of Guam.

## Lesson Objectives

In this lesson, students will be able to:

- Listen to or read about Legends of Guam: Sânta Marian Kâmalen; I Âcho' Kameyu; I Isa; Puntan yan Fu'una
- Discuss comprehension of the different legends.

\*\*Objectives are completed with at least 80-100% accuracy in Chamorro.

## Vocabulary

### Santa Maria Del Kamarin

Peskadot  
Pumeska  
Talaya  
Fisga  
Danges  
Panglao oru  
Imahen  
Kakatga  
Guihan  
Malesso'

### I Acho' Kameyu

man senmetgot  
mi fuetsas  
inespanta  
halu'u  
kontrariu  
inimigo  
estrangheru  
Hagatna  
acho'  
kameyu

### Fotma I Isa

palao'an  
Veronica  
addet  
manyiniusan  
destrosa  
isla  
fuera  
kapat  
tollai  
isa

### Puntan yan Fu'una

Higante  
Atte  
Attadok – atdao/pulan  
Sehas – isa  
Pechu – lanchet (mapagahes)  
Atayo' – Islan Guahan  
Fuetsa  
Odda' agaga'  
Acho'  
baras

### **Textbooks/Materials/Resources:**

- Textbook
- Notebook
- Worksheets
- Pictures
- Multimedia

### **Procedures**

- Teacher will read the legends to the students.
- The students will be asked questions about the legends for comprehension.
- A group discussion about the legend will be done.

### **Assessment/Evaluation**

- ✓ KWL Chart
- ✓ Journaling
- ✓ Spot Checking
- ✓ Group Response
- ✓ Written/Verbal Assessments
- ✓ Rubrics
- ✓ Oral Presentation
- ✓ Assignments/Projects

### **Wrap-Up/Closing Activity**

- Students will complete assignments or activities relating to the legend.
- Homework/projects may be completed for family participation.

\*Lessons may vary depending to the teacher's discretion and abilities.

# Lesson Title: Lihende

Name: Siñot F. Calvo, Siñot S. Maritita,  
Siñora V. Mesa, Siñora B. Reyes,  
Siñora J. Rodriguez-Charfauros

School: Upi Elementary

Grade Level: **Segundu**

Content Area: Chamoru

Timeline/Length: SY 2015-2016

## DOE Content Standards/Performance Indicators & Common Core State Standards:

- Standard 3: Presentational Communication – Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.
  - ✓ 2.3.2 – Recite developmentally appropriate rhymes, poems, or songs.
  - ✓ 2.3.3 – Present on topics using three to five sentences, combining familiar vocabulary.
- Standard 4: Culture – Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.
  - ✓ 2.4.4 – Listen to or read simple materials in the Chamorro language, such as legends, folklore, superstitions, proverbs, and humor.

## SLOs:

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige')
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidat)
- Integrate learning and apply to real-life situation (Man danña' i tiningo' siha yan ha aplika este para i magâhet na situasion lina'la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila' na tiempo siha)
- Set personal goals and work towards achieving them (Disidi hâfa siha malago' pues fachuchu'i mo'na)

## "I Can" Statements:

- I can read in Chamorro! (Siña yu' manitai gi fino' Chamoru!)
- I can write in Chamorro! (Siña yu' mângge' gi fino' Chamoru!)
- I can speak in Chamorro! (Siña hu sângan gi fino' Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palâbra gi fino' Chamoru!)
- I can sing in Chamorro! (Siña hu kânta gi fino' Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

## Lesson Overview

Students will learn about the different Legends of Guam.

## Lesson Objectives

In this lesson, students will be able to:

- Recite developmentally appropriate rhymes, poems, or songs
- Present on topics using three to five sentences, combining familiar vocabulary
- Listen to or read about Legends of Guam: Puntan Pâtgon; Hâfa na Dalalai I Islan Guâhan; Flores Chichirika; Hâfa Na Dos Hila'-ña I Hilitai
- Discuss comprehension about the different legends.

\*\*Objectives are completed with at least 80-100% accuracy in Chamorro.

## Vocabulary

### Puntan Pátgon

Masála  
Inai  
Banidosu  
Metgot  
Man ma'á'ñão  
Matulaika  
Embidia  
Mãolek-ña  
Pånglão  
Ayuyu  
Ngelo' (ngilo')  
Bokbok

### Håfa na dalalai I Islan Guåhan

pusision-ña  
higãnte  
guihan  
numañangu  
tãsi  
uriyan  
man ma'á'ñão  
manattok  
malåktos  
pañot  
mã'tot (utot)  
chenchulu

### Flores Chichirika

pilu-ña  
bunitu  
tristete  
manggupu  
paluma  
trongko-ku  
tungo'  
gåddon  
kumåti  
kantåyi (kumånta)  
tunåda  
pumalu

### Håfa na Dos Hila'ña I Hilitai

Bokungo' / Liyang	Hålom Tåno'
Bunitu	Paluma
Penta	Kulot
Penset	Ko'ko'
Hilitai	Atanon
Sådpi	Lalalo'

### **Textbooks/Materials/Resources:**

- Textbook
- Notebook
- Worksheets
- Pictures
- Multimedia

### **Procedures**

- Teacher will read the legends to the students.
- The students will be asked questions about the legends for comprehension.
- A group discussion about the legend will be done.

### **Assessment/Evaluation**

- ✓ KWL Chart
- ✓ Journaling
- ✓ Spot Checking
- ✓ Group Response
- ✓ Written/Verbal Assessments
- ✓ Rubrics
- ✓ Oral Presentation
- ✓ Assignments/Projects

### **Wrap-Up/Closing Activity**

- Students will complete assignments or activities relating to the legend.
- Homework/projects may be completed for family participation.

\*Lessons may vary depending to the teacher's discretion and abilities.

# Lesson Title: Lihende

**Name:** Siñot F. Calvo, Siñot S. Maritita,  
Siñora V. Mesa, Siñora B. Reyes,  
Siñora J. Rodriguez-Charfauros  
**School:** Upi Elementary  
**Grade Level:** Singku  
**Content Area:** Chamoru  
**Timeline/Length:** SY 2015-2016

## DOE Content Standards/Performance Indicators & Common Core State Standards:

- Standard 2: Interpretive Communication - Students will understand and interpret written and spoken ideas and information on a variety of topics.
  - ✓ 5.2.2 – Gather the main idea and some specific information from simple passages using familiar vocabulary and some visual support.
- Standard 3: Presentational Communication – Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.
  - ✓ 5.3.2 – Narrate current and past events
  - ✓ 5.3.3 – Read short passages aloud to practice appropriate pronunciation and intonation, phrasing, and expression.
  - ✓ 5.3.4 – Speak the Chamorro language.
- Standard 4: Culture – Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.
  - ✓ 5.4.4 – Listen to or read materials in the Chamorro language such as legends, folklore, superstitions, proverbs, and humor

## SLOs:

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige')
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidat)
- Integrate learning and apply to real-life situation (Man danña' i tiningo' siha yan ha aplika este para i magâhet na situasion lina'la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila' na tiempo siha)
- Set personal goals and work towards achieving them (Disidi hâfa siha malago' pues fachuchu'i mo'na)

## "I Can" Statements:

- I can read in Chamorro! (Siña yu' manitai gi fino' Chamoru!)
- I can write in Chamorro! (Siña yu' mângge' gi fino' Chamoru!)
- I can speak in Chamorro! (Siña hu sângan gi fino' Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palâbra gi fino' Chamoru!)
- I can sing in Chamorro! (Siña hu kânta gi fino' Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

## Lesson Overview

Students will learn about the different Legends of Guam.

## Lesson Objectives

In this lesson, students will be able to:

- Answer questions from grade appropriate reading: Håyi? Håfa? Ngai'an? Taimanu? Sa' håfa? Amånu? Kåo? Kuånto / Akuånto? Put håfa?
- Speak about activities or lesson
- Respond to questions in short phrases or simple sentences.
- Relate to Legends of Guam: Håfa Taimanu Na Ma Fa'tinas-ña I Islan Guåhan; Mafa'finas-ña I Ekso' Låmlam; Estorian I Paopao Na Palao'an; Håfa Taimanu Ma Fotma I Isa

**\*\*Objectives are completed with at least 80-100% accuracy in Chamorro.**

## Vocabulary

### Håfa Taimanu na Mafa'tinas I Islan Guåhan

Tinampe	Hestoria
Durånten	Hånom
Tåno'	Higånte
Fotman	Tulaika
Che'lu-ña	Era
Mumalago'	Å'åmko'
Eskplikåyi	Matai
Irensia	Tataotåo-ña
Pulan	Atdåo
Båras	Inesge

### Sabånan Låmlam

mågas	sumåsaga
liyang	dångkulo
raino	åcho'
liga	kusineron
inasiste	ñålang
guåfi	maipe
na'lågu	håyu
låolåo	hotde
sabånan	uriya
na'ån-ña	måtto

### Textbooks/Materials/Resources:

- Textbook
- Notebook
- Worksheets
- Pictures
- Multimedia

### Procedures

- Teacher will read the legends to the students.
- The students will be asked questions about the legends for comprehension.
- A group discussion about the legend will be done.

### Assessment/Evaluation

- ✓ KWL Chart
- ✓ Journaling
- ✓ Spot Checking
- ✓ Group Response
- ✓ Written/Verbal Assessments
- ✓ Rubrics
- ✓ Oral Presentation
- ✓ Assignments/Projects

### Wrap-Up/Closing Activity

- Students will complete assignments or activities relating to the legend.
- Homework/projects may be completed for family participation.

\*Lessons may vary depending to the teacher's discretion and abilities.



# Lesson Title: Lihende

Name: **Siñot F. Calvo, Siñot S. Maritita,  
Siñora V. Mesa, Siñora B. Reyes,  
Siñora J. Rodriguez-Charfauros**

School: **Upi Elementary**

Grade Level: **Tetset**

Content Area: **Chamoru**

Timeline/Length: **SY 2015-2016**

## DOE Content Standards/Performance Indicators & Common Core State Standards:

- Standard 3: Presentational Communication – Students will write and speak on a variety of topics to present information, concepts, and ideas to an audience.
  - ✓ 3.3.2 – Recite prepared material such as dialogues and short skits.
  - ✓ 3.3.3 – Write complete simple sentences
  - ✓ 3.3.4 – Speak the Chamorro language
- Standard 4: Culture – Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.
  - ✓ 3.4.4 – Listen to or read simple materials in the Chamorro language, such as legends, folklore, superstitions, proverbs, and humor.

## SLOs:

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige')
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidat)
- Integrate learning and apply to real-life situation (Man danña' i tiningo' siha yan ha aplika este para i magâhet na situasion lina'la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila' na tiempo siha)
- Set personal goals and work towards achieving them (Disidi hâfa siha malago' pues fachuchu'i mo'na)

## "I Can" Statements:

- I can read in Chamorro! (Siña yu' manaitai gi fino' Chamoru!)
- I can write in Chamorro! (Siña yu' mângge' gi fino' Chamoru!)
- I can speak in Chamorro! (Siña hu sângan gi fino' Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palâbra gi fino' Chamoru!)
- I can sing in Chamorro! (Siña hu kânta gi fino' Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

## Lesson Overview

Students will learn about the different Legends of Guam.

## Lesson Objectives

In this lesson, students will be able to:

- Restate simple poems, stories, and legends
- Compose simple sentences about lessons
- Engage in class discussions based on lesson
- Respond to all types of questions with simple words, phrases, and sentences about lessons.
- Understand and retell legends of Guam: Si Gâdao Yan Si Mataguâ'ña; I A'cho' Alupang; I Fanihi; I Lemmai

\*\*Objectives are completed with at least 80-100% accuracy in Chamorro.

## Vocabulary

### Si Gádao yan Si Mataguá'ña

Matatnga

Má'gas

Tomhom

Inaláhan

Sigente

Espiha

Destánsia

Átte

Kinene'

Ma'udai

Galaide'

Poksai

### I Ácho' Alupang

má'gas

inetnon

maláte'

kakanta / kantot

niyok

yengyong

mambásnak

soggue

kámyo

preba

afulo'

hinekse

### I Fanihi

gá'ga' táno'

gá'ga' aire

mandadanña

maipen

liyang

atborotu

manessaláo

mimon-ñiha

paluma

fanihi

kontra / kentra

manlalálo'

### I Lemmai

Lágu / Háya (sanlágu / sanháya)

Mátaiñálang Malachai

Nengkanno' Maga'láhi

Fanhánáo Mana'ligáo

Kestát-ña Karerá-ña

Che'lu-ña Piniten-ñiha

Mandodokko

### **Textbooks/Materials/Resources:**

- Textbook
- Notebook
- Worksheets
- Pictures
- Multimedia

### **Procedures**

- Teacher will read the legends to the students.
- The students will be asked questions about the legends for comprehension.
- A group discussion about the legend will be done.

### **Assessment/Evaluation**

- ✓ KWL Chart
- ✓ Journaling
- ✓ Spot Checking
- ✓ Group Response
- ✓ Written/Verbal Assessments
- ✓ Rubrics
- ✓ Oral Presentation
- ✓ Assignments/Projects

### **Wrap-Up/Closing Activity**

- Students will complete assignments or activities relating to the legend.
- Homework/projects may be completed for family participation.

\*Lessons may vary depending to the teacher's discretion and abilities.

# Lesson Title: Måpan & Songsong Guåhan

**Name:** Siñot F. Calvo, Siñot S. Maritita,  
Siñora V. Mesa, Siñora B. Reyes,  
Siñora J. Rodriguez-Charfauros  
**School:** Upi Elementary  
**Grade Level:** K-5th  
**Content Area:** Chamoru  
**Timeline/Length:** April 2016

## DOE Content Standards/Performance Indicators & Common Core State Standards:

- Standard 5: Community – Students will use the language both within and beyond the school setting.
- ✓ K.5.2, 2.5.2, 3.5.2, 4.5.2, 5.5.2 – Identify & describe important people and locations within the school, home, community, and island.

## SLOs:

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige')
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidåt)
- Integrate learning and apply to real-life situation (Man danña' i tiningo' siha yan ha aplika este para i magåhet na situasion lina'la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila' na tiempo siha)
- Set personal goals and work towards achieving them (Disidi hæfa siha malago' pues fachuchu'i mo'na)

## “I Can” Statements:

- I can read in Chamorro! (Siña yu' manaitai gi fino' Chamoru!)
- I can write in Chamorro! (Siña yu' mångge' gi fino' Chamoru!)
- I can speak in Chamorro! (Siña hu sångan gi fino' Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palåbra gi fino' Chamoru!)
- I can sing in Chamorro! (Siña hu kanta gi fino' Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

Vocabulary	Lesson Overview	Lesson Objectives
Songsong Guåhan Måpa Yigu Hagåtña Kapitåt Tåsen Pasifiko Tåsen Filipinas San Haya Ufisiåt na flores-niha Tåsi Sådduk	Students will learn the map and villages of Guam.	In this lesson, students will be able to: <ul style="list-style-type: none"> <li>• Locate Guam, village of residence, and village where school is located.</li> <li>• Locate Hagåtña, the capital of Guam</li> <li>• Identify ocean/sea surrounding Guam; the Pacific Ocean and the Philippine Sea.</li> <li>• Label surrounding villages of school</li> <li>• Locate northern villages of Guam on a map.</li> <li>• Identify northern villages' official flowers.</li> <li>• Identify village landmark(s)</li> <li>• Make a map to identify street names, location of monuments, stores, school library, and cardinal directions: north, south, east, and west.</li> <li>• Locate southern villages of Guam.</li> <li>• Identify southern villages' official flowers.</li> </ul>

		<ul style="list-style-type: none"> <li>• Recall at least three village landmarks.</li> <li>• Elaborate about the villages on Guam including the capital, surrounding ocean and sea, and rivers and lakes found within the island.</li> </ul>
<p><b>Textbooks/Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Notebook</li> <li>• Worksheets</li> <li>• Pictures</li> <li>• Multimedia</li> <li>• Posters</li> </ul>	<p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Teacher will present poster/picture of the Island of Guam to the students.</li> <li>• Teacher will identify the different villages to the students.</li> <li>• Teacher and students will practice identifying and saying the villages orally.</li> <li>• Students will practice familiarization of the different villages according to grade level requirements.</li> </ul> <p>**Objectives are completed by each grade level with at least 80-100% accuracy in Chamorro.</p>	
<p><b>Assessment/Evaluation</b></p> <ul style="list-style-type: none"> <li>✓ KWL Chart</li> <li>✓ Journaling</li> <li>✓ Spot Checking</li> <li>✓ Group Response</li> <li>✓ Written/Verbal Assessments</li> <li>✓ Rubrics</li> <li>✓ Oral Presentation</li> </ul>	<p><b>Wrap-Up/Closing Activity</b></p> <ul style="list-style-type: none"> <li>• Based on student's abilities, students will complete a variety of art assignments relating to the map of Guam.</li> <li>• Students will complete oral/visual assessments for concrete knowledge of the lesson.</li> </ul>	

# Lesson Title: Ora/Direksion

**Name:** Siñot F. Calvo, Siñot S. Maritita,  
Siñora V. Mesa, Siñora B. Reyes,  
Siñora J. Rodriguez-Charfauros  
**School:** Upi Elementary  
**Grade Level:** K-5th  
**Content Area:** Chamoru  
**Timeline/Length:** Apr. 2016

## DOE Content Standards/Performance Indicators & Common Core State Standards:

- Standard 2: Interpretive Communication – Students will understand and interpret written and spoken ideas and information on a variety of topics.
  - ✓ 1.2.3 – Demonstrate comprehension of statements, such as simple requests, commands, and directions
  - ✓ 2.2.1, 3.2.1, 4.2.1 – Demonstrate comprehension of familiar words and phrases

## SLOs:

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige')
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidat)
- Integrate learning and apply to real-life situation (Man danña' i tiningo' siha yan ha aplika este para i magâhet na situasion lina'la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila' na tiempo siha)
- Set personal goals and work towards achieving them (Disidi hâfa siha malago' pues fachuchu'i mo'na)

## "I Can" Statements:

- I can read in Chamorro! (Siña yu' manaitai gi fino' Chamoru!)
- I can write in Chamorro! (Siña yu' mângge' gi fino' Chamoru!)
- I can speak in Chamorro! (Siña hu sângan gi fino' Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palâbra gi fino' Chamoru!)
- I can sing in Chamorro! (Siña hu kânta gi fino' Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

## Vocabulary

Rilos	Ora
Ala una	Alas dos
i media	media ora
minutus	ala una kinse
alas dos kinse	put ora
kada ora	media ora

\*more words may be included by teacher, if desire.

## Lesson Overview

Students will learn how to say the time in Chamorro.

## Lesson Objectives

In this lesson, students will be able to identify:

- Time by the hour: ala una, alas dos
- Time at the half-hour: ala una i media, alas dos i media
- Time by the hour, half-hour, & minutes: ala una kinse, alas dos kinse

<p><b>Textbooks/Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Notebook</li> <li>• Worksheets</li> <li>• Pictures</li> <li>• Multimedia</li> </ul>	<p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Teacher will introduce the lesson with visual materials that illustrate the clock</li> <li>• Teacher and students will complete different activities that will help students learn and comprehend the time in Chamorro.</li> </ul> <p><b>**Objectives are completed by each grade level with at least 80-100% accuracy in Chamorro.</b></p>
<p><b>Assessment/Evaluation</b></p> <ul style="list-style-type: none"> <li>✓ KWL Chart</li> <li>✓ Journaling</li> <li>✓ Spot Checking</li> <li>✓ Group Response</li> <li>✓ Written/Verbal Assessments</li> <li>✓ Rubrics</li> <li>✓ Oral Presentation</li> </ul>	<p><b>Wrap-Up/Closing Activity</b></p> <ul style="list-style-type: none"> <li>• Students will complete variety of activities/assignments relating to the time within the appropriate grade level requirements.</li> <li>• Students will complete homework/project to sustain knowledge of time in Chamorro.</li> </ul>

# Lesson Title: Salåppe' Siha

**Name:** Siñot F. Calvo, Siñot S. Maritita,  
Siñora V. Mesa, Siñora B. Reyes,  
Siñora J. Rodriguez-Charfauros  
**School:** Upi Elementary  
**Grade Level:** K-5th  
**Content Area:** Chamoru  
**Timeline/Length:** April 2016

## DOE Content Standards/Performance Indicators & Common Core State Standards:

- Standard 2: Interpretive Communication – Students will understand and interpret written and spoken ideas and information on a variety of topics.
  - ✓ 3.2.1, 4.2.1, 5.2.1 – Identify familiar words and phrases.

## SLOs:

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige')
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidåt)
- Integrate learning and apply to real-life situation (Man danña' i tiningo' siha yan ha aplika este para i magåhet na situasion lina'la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila' na tiempo siha)
- Set personal goals and work towards achieving them (Disidi håfa siha malago' pues fachuchu'i mo'na)

## "I Can" Statements:

- I can read in Chamorro! (Siña yu' manaitai gi fino' Chamoru!)
- I can write in Chamorro! (Siña yu' mångge' gi fino' Chamoru!)
- I can speak in Chamorro! (Siña hu sångan gi fino' Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palåbra gi fino' Chamoru!)
- I can sing in Chamorro! (Siña hu kånta gi fino' Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

## Vocabulary

Salåppe'  
Sentimu(s)  
Peso(s)

## Lesson Overview

Students will learn about money in Chamorro.

## Lesson Objectives

In this lesson, students will be able to:

- Identify money denominations.
- Compare money denominations
- Identify ancient counting system.

## Textbooks/Materials/Resources:

- Textbook
- Notebook
- Worksheets
- Pictures
- Multimedia
- Money items

## Procedures

- Teacher present the different types of money to the students.
- Teacher may show posters or manipulatives of money denominations, for concrete knowledge.

**Assessment/Evaluation**

- ✓ KWL Chart
- ✓ Journaling
- ✓ Spot Checking
- ✓ Group Response
- ✓ Written/Verbal Assessments
- ✓ Rubrics
- ✓ Oral Presentation

**Wrap-Up/Closing Activity**

- Students will complete assignments related to money denominations.



# Lesson Title: Seyon & Banderan Guåhan

**Name:** Siñot F. Calvo, Siñot S. Maritita,  
Siñora V. Mesa, Siñora B. Reyes,  
Siñora J. Rodriguez-Charfauros  
**School:** Upi Elementary  
**Grade Level:** K-5th  
**Content Area:** Chamoru  
**Timeline/Length:** April 2016

## DOE Content Standards/Performance Indicators & Common Core State Standards:

- Standard 4: Culture – Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the Chamorro culture.
- ✓ K.4.3, 1.4.3, 2.4.3, 3.4.3, 4.4.3, 5.4.3 – Identify important products and symbols of the Chamorro culture, such as foods, plants, animals, and Guam’s flag.

## SLOs:

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige’)
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidât)
- Integrate learning and apply to real-life situation (Man danña’ i tiningo’ siha yan ha aplika este para i magâhet na situasion lina’la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila’ na tiempo siha)
- Set personal goals and work towards achieving them (Disidi hâfa siha malago’ pues fachuchu’i mo’na)

## “I Can” Statements:

- I can read in Chamorro! (Siña yu’ manaitai gi fino’ Chamoru!)
- I can write in Chamorro! (Siña yu’ mângge’ gi fino’ Chamoru!)
- I can speak in Chamorro! (Siña hu sângan gi fino’ Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palâbra gi fino’ Chamoru!)
- I can sing in Chamorro! (Siña hu kânta gi fino’ Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

## Vocabulary

Ufisiât na lengguåhe  
Simbulo  
Paluma  
Flores Trongko  
Bandera Galaidi  
Hånom Agaga’  
Asut Tåno’

## Lesson Overview

Students will learn the meaning of the Great Seal of Guam and Flag in Chamorro.

## Lesson Objectives

In this lesson, students will be able to:

- Identify the Great Seal of Guam
- Identify official languages and symbols: bird, flower, tree, flag, and seal.
- Identify symbolic meaning of Guam’s flag and seal.

<p><b>Textbooks/Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Notebook</li> <li>• Worksheets</li> <li>• Pictures</li> <li>• Multimedia</li> <li>• Posters</li> <li>• Flag</li> <li>• Art Supplies</li> </ul>	<p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Teacher will present the Guam flag to the students.</li> <li>• Teacher and students will discuss and identify the different symbols of the Guam flag.</li> </ul> <p>**Objectives are completed by each grade level with at least 80-100% accuracy in Chamorro.</p>
<p><b>Assessment/Evaluation</b></p> <ul style="list-style-type: none"> <li>✓ KWL Chart</li> <li>✓ Journaling</li> <li>✓ Spot Checking</li> <li>✓ Group Response</li> <li>✓ Written/Verbal Assessments</li> <li>✓ Rubrics</li> <li>✓ Oral Presentation</li> </ul>	<p><b>Wrap-Up/Closing Activity</b></p> <ul style="list-style-type: none"> <li>• Students will create an art project to illustrate the different symbols of the Guam flag.</li> <li>• Students will be assessed accordingly to grade level for concrete knowledge of the Guam flag.</li> </ul>

# Lesson Title: Transpottasion (Aire, Tãno', Tãsi)

**Name:** Siñot F. Calvo, Siñot S. Maritita,  
Siñora V. Mesa, Siñora B. Reyes,  
Siñora J. Rodriguez-Charfauros  
**School:** Upi Elementary  
**Grade Level:** K-5th  
**Content Area:** Chamoru  
**Timeline/Length:** Apr. 2016

**DOE Content Standards/Performance Indicators & Common Core State Standards:**

- Standard 5: Community – Students will use the language both within and beyond the school setting.  
✓ 2.5.4, 3.5.4, 4.5.4, 5.5.4 – Identify modes of transportation within the community.

**SLOs:**

- Use effective oral and written communication (Usa ifektibu na komunikasion sinangan yan tinige')
- Participate as productive members of the community (Sumaonao kumu maolek na mebron i komunidat)
- Integrate learning and apply to real-life situation (Man danña' i tiningo' siha yan ha aplika este para i magâhet na situasion lina'la)
- Explore concepts and skills needed for future world experiences (Espiha i finayi ni ha nisisita para i manmamaila' na tiempo siha)
- Set personal goals and work towards achieving them (Disidi hâfa siha malago' pues fachuchu'i mo'na)

**“I Can” Statements:**

- I can read in Chamorro! (Siña yu' manaitai gi fino' Chamoru!)
- I can write in Chamorro! (Siña yu' mângge' gi fino' Chamoru!)
- I can speak in Chamorro! (Siña hu sangan gi fino' Chamoru!)
- I can identify the words in Chamorro! (Siña hu aidentifika i palâbra gi fino' Chamoru!)
- I can sing in Chamorro! (Siña hu kanta gi fino' Chamoru!)
- I can dance the Chamorro dances! (Siña hu baila i bailan Chamoru!)

**Vocabulary**

Bãtko	Kareta
Bãs	Boti
Yet	Truk
Hilikãpta	Yip
Galaide'	Sakman
Bãtkon Aire/Abubu	
Karetan Karabão	
Bisikleta	Mutosaikot
Bãtkon Lumi'of	
Sãpmaren	

**Lesson Overview**

Students will learn about the different transportations in Chamorro.

**Lesson Objectives**

In this lesson, students will be able to identify:

- Air transportation: airplane, jet, helicopter, air balloon
- Ground transportation: car, bus, truck, jeep, carabao cart. Bicycle, motorcycle
- Ocean transportation: boat, ship, canoe, submarine

**\*\*\*Objectives are completed by each grade level with at least 80-100% accuracy in Chamorro.**

<p><b>Textbooks/Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Notebook</li> <li>• Worksheets</li> <li>• Pictures</li> <li>• Multimedia</li> </ul>	<p><b>Procedures</b></p> <ul style="list-style-type: none"> <li>• Teacher will introduce the lesson with visual materials that illustrate the different types of transportation.</li> <li>• Teacher and students will review the transportations to identify each in Chamorro.</li> <li>• Students will complete assignments relating to the different types of transportations.</li> </ul>
<p><b>Assessment/Evaluation</b></p> <ul style="list-style-type: none"> <li>✓ KWL Chart</li> <li>✓ Journaling</li> <li>✓ Spot Checking</li> <li>✓ Group Response</li> <li>✓ Written/Verbal Assessments</li> <li>✓ Rubrics</li> <li>✓ Oral Presentation</li> </ul>	<p><b>Wrap-Up/Closing Activity</b></p> <ul style="list-style-type: none"> <li>• Students will identify the different transportations in Chamorro.</li> <li>• Students will complete worksheets and projects relating to transportations at school or as homework/family projects</li> <li>• Students will complete assessments to determine the concrete knowledge of the different transportations.</li> </ul>