

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Fishing - Fall

01.AS.01a

Common Curriculum Goal:

2nd Language: Topics: Benchmark 3: Food

2nd Language: Speaking: Benchmark 2: Use familiar vocabulary in context

2nd Language: Listening: Benchmark 2: Recognize vocabulary related to familiar topics

Science: Observe and label the lifecycle of an organism

Health: Explain how healthful eating habits can lead to wellness

Art: AR.03.CP.01

Season/Location:

Fall – associated with Fall Equinox, hunting season, Run-to-Rogue

Partners/Guests/Community:

Lincoln County Extension Service, Salmon Nation (Liz Woody?), CTSI – Natural Resources

Cultural Component(s):

Arts and
Aesthetics

**Belief -World
View**

Clothing

Communication

Family

Food

Fun

Government

History

Medicine

**Medium of
Exchange**

Science

Shelter

Transportation

**Tools and
Technology**

Project/Activity Lesson Objective Components:

Vocabulary:

➤ ***Collective vocabulary from prior lesson(s):***

- *Let's Eat*
- *Ocean & River*
- *Body Parts*
- *Interrogatives (Q&A)*

Grammar:

- *K – 2: Basics spoken sentence structure; noun and verb possessives/conjugation; spelling optional.*

Phrases (Writing, Speaking, Reading, Listening):

- **Collective phrases from prior lesson(s):**
 - *Let's Eat*
 - *Ocean & River*
 - *Body Parts*
 - *Interrogatives (Q&A)*

After completing the lesson, Students and/or Instructors will be able to:

1. *Identify a variety of river fish, and traditional ways of preparing them*
2. *Identify traditional ways of catching river fish*
3. *Understand the importance of fish in terms of food and spirituality*
4. *Identify the basic body parts of fish/crawdads*
5. *Describe the salmon's life cycle through a dramatic re-enactment*
6. *Make a fish hat*

Assessment:

- **Translation**
- **Conversation**
- *Conventions*
- *Ideas and Content*
- **Effort/Visual Form**
- *Collaboration*
- **Delivery**
- *History*
- *Percentage*

Activity/Project Description:

- *Students look at images/examples of a variety of river fish and traditional fishing equipment and identify them using Dee Ni vocabulary*
- *Students do one or more river habitat/salmon activities as part of regular curriculum*
- *Students learn different types of salmon, and learn salmon life cycle*
- *Students create a fish hat (instructions included) and apply fins, scales, eyes, etc. (as they learn the vocabulary – 2nd graders could help with this)*
- *Students re-enact the salmon life cycle in the hall and playground*
 - *Kitchen represents home stream, playground represents ocean, hall represents river*
 - *Students start in the kitchen as eggs . . . the teacher will explain what's going on as the drama unfolds. They could hold orange painted paper wads, wear orange stocking caps, etc. to symbolize being an egg. Students hatch and put on the little fish hat to swim down the river to the ocean (hall to playground with orange ball in pocket). At the playground students can have a snack and turn into big fish with a big fish hat. When recess is over students swim back to the home stream where they leave their eggs (orange ball) and pretend to die. 3rd–5th grade should watch*

this and catch a few of the returning salmon (gently pull them into their classroom).

- *Students learn about the First Salmon Ceremony*
- *Students participate in a river foods feast (see 3-5 activity)*

Materials/Supplies:

- *Examples/photos of river fish & traditional equipment*
- *School building*
- *Art supplies as needed for hat craft:*
 - *Paper bags*
 - *Colored paper*
 - *Fish hat template*
 - *Glue*
 - *Staples*
 - *Newspaper*
 - *Orange paint*
- *Prior Lesson(s)*
 - *Let's Eat*
 - *Ocean & River*
 - *Body Parts*
 - *Interrogatives (Q&A)*