

## Dee Ni Language Lesson

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**Project/Activity Name and ID Number:**

*Body Parts*

**01.HE.03**

**Common Curriculum Goal:**

*2<sup>nd</sup> Language: Topics: Benchmark I: Parts of the body; Songs*

*2<sup>nd</sup> Language: Speaking: BM2*

*2<sup>nd</sup> Language: Listening: BM2*

*Oregon Health Education Standards: Promotion of Physical Health: Identify the components of fitness*

**Season/Location:**

*October/November*

*Throughout the year*

**Partners/Guests/Community:**

*CTSI Community Health Advocate, Health/P.E. Teacher*

**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:***

***Facial Features***

<i>Cheek(s)</i>	<i>Nii-pash</i>
<i>Ears</i>	<i>Mvsr-ghe'</i>
<i>Eyebrow</i>	<i>Ni~'-ts'vn-t'a</i>
<i>Eyes</i>	<i>Naa-ghe'</i>
<i>Face</i>	<i>Nin'</i>
<i>Forehead</i>	<i>Nint-k'vt</i>
<i>Hair</i>	<i>Si'</i>
<i>Head</i>	<i>Si's</i>
<i>Mouth</i>	<i>Da'</i>
<i>Nose</i>	<i>Mish</i>

Teeth	Ghu'
Tongue	Saa-lhu'

**Body Set One**

Arm	Kw'aa-ne
Body	Nvst'-e
Finger	La'-sak-'e
Foot	Xwe'
Hand	La'
Knee	K'wet
Leg	Ts'ee-ne
Shoulder	K'wan's-xee-le'
Toe	Xwe'-sak-'e

**Body Set Two**

Ankle	Xwee-srvsr-wee-le
Back	Mi'-ne
Belly	Me'
Buttocks	T'a'
Chest	Sri'
Elbow	Ts'ii-le'
Hips	Dee-ts'a
Neck	K'wvs

**Grammar:**

- Exposure to concepts of Dee Ni sentence composition, and noun and verb conjugation

**Phrases (Writing, Speaking, Reading, Listening):**

Here is/are your _____?	Nn _____ chan'
Touch your _____.	_____ nuu-dintlh-srvt
Where is your _____?	Nn _____ dvt-lan'?

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

1. Locate and identify their basic facial features and body parts
2. Sing body parts related songs in Dee Ni
3. Play body parts related games using Dee Ni vocabulary
4. Understand the importance of physical activity to maintaining a healthy body

**Assessment:**

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

- *History*
- *Percentage*

*Activities led and monitored by the teacher for students' ability to successfully sing songs and play games will be the primary assessment.*

### **Activity/Project Description:**

- *Body parts are taught using poster illustrations, flash cards and audio recording(s).*
- *Two sets of vocabulary are introduced early in the year.*
- *Students play a variety of physical activity games led by the teacher and/or student(s) to learn and reinforce Dee Ni vocabulary.*
- *During games the teacher explains the importance of exercise as a component of overall fitness*
- *\*Optional\* activity complimentary to the month of Halloween. The teacher will begin by teaching the basic vocabulary using flashcards and other visual cues. Once the vocabulary words are sufficiently memorized, the teacher can cue the students with Dee Ni vocabulary to add the individual parts to a mask. Students can color and/or decorate the mask as they wish once all the parts are added.*

### **Materials/Supplies:**

- *Picture flash cards with illustrations representing body parts concepts*
- *Audio recording of body parts vocabulary words*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing body parts concepts*
- *Mask art supplies; paper plates, cut-out shapes, pipe cleaner, string, glitter, scissors, coloring supplies, etc. (teachers' choice)*
- *Recording of "Head Shoulders Knees and Toes" and "Tony Chesnut" exercise game songs*
- *"Simon Says" and "Pin the Part" activity*