

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number:

*Counting*

**01.MA.01a-c**

### Common Curriculum Goal:

2<sup>nd</sup> Language: Topics: BM1: Numbers

2<sup>nd</sup> Language: Speaking: BM1: Use some memorized words/phrases in everyday situations.

2<sup>nd</sup> Language: Listening: BM2: Demonstrate understanding of some words, phrases, simple statements.

MA.01.CE.01: Read, write, order, and identify whole numbers less than 100.

MA.01.CE.02

### Season/Location:

*September/October- Counting One to Twelve*

*November/December- Counting Thirteen to Thirty*

*January/February- 40, 50, 60, 70, 80, 90, 100; concept of Ch'aa-ta*

### Partners/Guests/Community:

*Culture Dept for shell money presentation*

### 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:***

**(1-12):**

English	Dee Ni
<i>One</i>	<i>Lha'</i>
<i>Two</i>	<i>Naa-xe</i>
<i>Three</i>	<i>Taa-xe</i>
<i>Four</i>	<i>Dvn-chi'</i>
<i>Five</i>	<i>Srwee-la'</i>
<i>Six</i>	<i>K'wee-staa-ni</i>

<i>Seven</i>	<i>Srch'ee-t'e</i>
<i>Eight</i>	<i>Laa-nii-srvt-naa-ta</i>
<i>Nine</i>	<i>Lha'-duy</i>
<i>Ten</i>	<i>Nee-san</i>
<i>Eleven</i>	<i>Nee-san-lha'-ch'aa-ta</i>
<i>Twelve</i>	<i>Nee-san-naa-xee-ch'aa-ta</i>

**01.01.04b (13-30):**

<b>English</b>	<b>Dee Ni</b>
<i>Thirteen</i>	<i>Nee-san-taa-xee-ch'aa-ta</i>
<i>Fourteen</i>	<i>Nee-san-dvn-chi'-ch'aa-ta</i>
<i>Fifteen</i>	<i>Nee-san-srwee-la'-ch'aa-ta</i>
<i>Sixteen</i>	<i>Nee-san-k'wee-staa-ni-ch'aa-ta</i>
<i>Seventeen</i>	<i>Nee-san-srch'ee-t'ee-ch'aa-ta</i>
<i>Eighteen</i>	<i>Nee-san-laa-nii-srvt-naa-taa-ch'aa-ta</i>
<i>Nineteen</i>	<i>Nee-san-lha'-duy-ch'aa-ta</i>
<i>Twenty</i>	<i>Naa-tvn-nee-san</i>
<i>Twenty-One</i>	<i>Naa-tvn-nee-san-lha'-chaa-ta</i>
<i>Twenty-Two</i>	<i>Naa-tvn-nee-san-naa-xee-ch'aa-ta</i>
<i>Twenty-Three</i>	<i>Naa-tvn-nee-san-taa-xee-ch'aa-ta</i>
<i>Twenty-Four</i>	<i>Naa-tvn-nee-san-dvn-chi'-ch'aa-ta</i>
<i>Twenty-Five</i>	<i>Naa-tvn-nee-san-srwee-la-ch'aa-ta</i>
<i>Twenty-Six</i>	<i>Naa-tvn-nee-san-k'wee-staa-nii-ch'aa-ta</i>
<i>Twenty-Seven</i>	<i>Naa-tvn-nee-san-srch'ee-t'ee-ch'aa-ta</i>
<i>Twenty-Eight</i>	<i>Naa-tvn-nee-san-laa-nii-srvt-naa-taa-ch'aa-ta</i>
<i>Twenty-Nine</i>	<i>Naa-tvn-nee-san-lha'-duy-ch'aa-ta</i>
<i>Thirty</i>	<i>Taa-tvn-nee-san</i>

**(Tens):**

<b>English</b>	<b>Dee Ni</b>
<i>Forty</i>	<i>Dinch-tvn-nee-san</i>
<i>Fifty</i>	<i>Srwee-laa-tvn-nee-san</i>
<i>Sixty</i>	<i>K'wes-taa-nii-tvn-nee-san</i>
<i>Seventy</i>	<i>Srch'ee-tee-tvn-nee-san</i>
<i>Eighty</i>	<i>Laa-nii-srvt-naa-taa-tvn-nee-san</i>
<i>Ninety</i>	<i>Lha'-duy-tvn-nee-san</i>
<i>One Hundred</i>	<i>Lha'-chvn</i>

**Grammar:**

- *Additive concept of numbers*

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

- *Counting Song*
- *Tens Counting Song (10-100)*

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

1. *Count forward by ones using the Dee Ni words 1-100*
2. *Understand that "ch'aa-ta" means put together*
3. *Identify shell money as a traditional medium of exchange*

#### **Assessment:**

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

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

- *The students and teachers listen to the counting song together.*
- *Teachers use flashcards, posters, classroom objects, mathematics manipulatives, fingers, etc. to demonstrate Dee Ni numbers 1-100.*
- *The students are given coloring sheets showing 1-12 objects to decorate and take home.*
- *Teacher gives students a number;*
  - *Students use strands of 10 dentalium/pine nuts/shells/pony beads to illustrate counting by 10's*
  - *Students use flashcards printed with ch'aa-ta and Dee-Ni numbers to **assemble** larger numbers*
- *Students look at example/pictures showing traditional Siletz money. Creation of and importance of money in Siletz culture is described and discussed.*
- *Students play "Counting Bingo"*

#### **Materials/Supplies:**

- *Picture flash cards with illustrations representing numbers concepts, or fingers etc.*
- *Audio recording of numbers vocabulary and Counting Song*
- *Poster illustrations representing number concepts*
- *Coloring book of illustrated number representation*
- *Individual shells and strands of dentalium/pine nuts/beads*
- *Pictures/examples of shell money necklaces*
- *"Counting Bingo" (Bii-n-gh-u) game*