

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Seasons: Spring

01.SC.01c

Common Curriculum Goal:

2nd Language: Topics: Benchmark 2: Calendar/Time

2nd Language: Topics: Benchmark 3: Seasons & Weather

2nd Language: Speaking Benchmark 2: Make and respond to greetings and introductions

Science: Life Science: Heredity: Observe and label the life cycle of an organism

Speaking/Listening: Speaks audibly

Math 1.2.1

Season/Location:

Just before/Just after spring break; as close to Spring Equinox as possible

Partners/Guests/Community:

Native plants/seeds nursery

Dependent on which cultural activities are selected by the teacher.

Cultural Component(s): *Also dependent on the culture activities selected by the teacher.*

Arts and Aesthetics

Communication

Government

Science

Belief -World View

Family

History

Shelter

Clothing

Food

Medicine

Transportation

Fun

Medium of Exchange

Tools and Technology

Project/Activity Lesson Objective Components:

Vocabulary:

English	Dee Ni
<i>Baby</i>	<i>Gay-yu</i>
<i>Bird</i>	<i>Ch'ee-yash</i>
<i>Blossom</i>	<i>Ch'aa-bay-yu</i>
<i>Flower</i>	<i>Ch'aa-bay-yu</i>
<i>Grow</i>	<i>Xvm-ni</i>
<i>Puddle</i>	<i>Chvslh-mvn</i>
<i>Seed</i>	<i>See-'e'</i>
<i>Soil</i>	<i>'Ee</i>
<i>Springtime</i>	<i>Dan'-nast-li~</i>

<i>Sprout</i>	<i>Dran-ghee-nvlh</i>
<i>Sunlight</i>	<i>Xwe'-t'e</i>
<i>Sunrise</i>	<i>Xaa-ghii~- 'an'</i>
<i>Sunset</i>	<i>K'wee-ghii~- 'an'</i>
<i>Summer</i>	<i>Shin</i>
<i>Water</i>	<i>Tvl-xvt</i>
Weekdays	Srii-nis
<i>Sunday</i>	<i>San-t'i</i>
<i>Monday</i>	<i>Mvn-t'i</i>
<i>Tuesday</i>	<i>Tus-t'i</i>
<i>Wednesday</i>	<i>Wens-t'i</i>
<i>Thursday</i>	<i>Thvrs-t'i</i>
<i>Friday</i>	<i>Fay-t'i</i>
<i>Saturday</i>	<i>Saa-tv-t'i</i>
Months	Num-nii-man's
<i>April</i>	<i>Dvn-chi'-num-nii-man's</i>
<i>May</i>	<i>Srwee-la'- num-nii-man's</i>
<i>June</i>	<i>K'wee-staa-ni-num-nii-man's</i>

Grammar:

- *Exposure to concepts of Dee Ni sentence composition and noun and verb conjugation.*
- *Exposure to subject-verb-object sentence structure*

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
<i>Day and night are the same (Equinox)</i>	<i>Srii-nis t'et-dvn lhee-wi</i>
<i>It is springtime</i>	<i>Dan'-nast'-li~</i>
<i>Summer is coming</i>	<i>Shin waa-te</i>
<i>What season is it?</i>	<i>Day-la ha~?</i>

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

1. *Identify seasonal activities/weather/objects associated with the seasons Dee Ni vocabulary.*
2. *Understand that day length changes from season to season.*
3. *Describe and participate in traditional seasonal activities, and use associated vocabulary and phrases.*
4. *Understand that Spring is the time when things start to grow and "wake up" again, including basket making materials. Spring marks the beginning of basketry material gathering.*
5. *Describe the growth of a plant from seed based on observation*
6. *Understand the needs of a health plant*
7. *Understand the value of caring for living things*
8. *Identify & place spring equinox on the Dee Ni calendar*
9. *Understand that spring is when the world is renewed and represents an important food gathering time.*

Assessment:

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

Activity/Project Description:

- *Teacher presents vocabulary words associated with the four seasons to the class using audio recordings and flash cards. The lessons will be presented during the appropriate month.*
- *Students learn the fable of "The Ant and the Grasshopper" and a simple Dee Ni translation.*
- *Students watch/hear Native American legend with a "Spring Defeats Winter" and do associated activities.*
- *Teacher used pie chart graphics and sunrise/sunset calendar to illustrate seasonal changes in day length.*
- *Students plant and raise 'Farewell to Spring' (a native plant to the Siletz area) that can be planted around the school. It should self-seed, attracts butterflies for Kindergarten lesson, and is easy to grow. Students record observations in Dee Ni journal. Students can return during summer to observe, then continue observations in fall until first frost. Seeds could be gathered then to supply next 1st grade class.*
- *Vocabulary words for journaling are printed on illustrated cards. Cards are arranged by students to practice sentence structure. Sentences are copied into journals, and students make drawings.*
- *Teacher selects one or more cultural activities from the "Spring activities lesson plan set" and follows the instructions.*

Materials/Supplies:

- *Picture flash cards with illustrations representing seasons concepts*
- *Audio recording of seasons vocabulary*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing seasons concepts*
- *Pie charts illustrating day/night length:*
- *Spring activities lesson plan set.*
- *Sunrise/Sunset calendar (including moon phases) for Siletz.*
- *"Spring Defeats Winter" story activity.*
- *'Farewell to Spring' seeds, soil and pots*