

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Transportation

01.SS.07

Common Curriculum Goal:

2nd Language: Topics: CIM: Geography

2nd Language: Speaking: BM2: Use memorized words, phrases, and expressions in everyday situations

2nd Language: Listening: Demonstrate understanding of some words, phrases, everyday expressions, and simple statements on a limited range of familiar topics in everyday situations

Social Sciences: Geography: "Understand the special concepts of location, distance, direction, scale movement, and region", "use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective".

Oregon Health Ed Standards: Unintentional injury prevention: Identify ways to reduce risk of injury while traveling to and from school, and in the community.

Season/Location:

March/April (or as opportunity arises)

Partners/Guests/Community:

W&P RR, Port of Newport, ODOT, Newport Airport, Coast Guard, Trucking Company

Cultural Component(s):

Arts and Aesthetics	Family	History	Science
Belief -World View	Food	Medicine	Shelter
Clothing	Fun	Medium of Exchange	<u>Transportation</u>
Communication	Government		<u>Tools and Technology</u>

Project/Activity Lesson Objective Components:

Vocabulary:

English	Dee Ni
<i>Airplane</i>	<i>Srii~-ghee-naa-t'a</i>
<i>Bay</i>	<i>tum-sray-me'</i>
<i>Bicycle</i>	<i>'Ee-k'wee-nalh-da</i>

Bus	'Ak-'v-muu-t'ii-chu
Car	'Ak-'v-muu-t'i
Land	'Ee
Ocean	Sis~-xa
Railroad	Lhersh tee-ne
River	Nii~-li~
Road	Tee-ne
Ship	Xee-nvs-chwa
Train	'Ee-k'wee-nalh-da
Truck	'Ee-k'wee-nalh-da
Directions	
North	Dan'
South	Yan'
East	'In'
West	Taa-ni~'

Grammar:

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

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
How do I get/go to <u>(place)</u>	Daa-'ee-la <u>(place)</u> 'vn' tee-see-ya? <i>How is it <u>(place)</u> to I go?</i>
How do we get/go to <u>(place)</u>	Daa-'ee-la <u>(place)</u> 'vn' tee-saa-ghitlh-xat? <i>How is it <u>(place)</u> to we go?</i>
How do you get/go to <u>(place)</u>	Daa-'ee-la <u>(place)</u> 'vn' tee-saa~-ya ? <i>How is it <u>(place)</u> to you go?</i>
I am riding	Na'-dvsht'-ghe
I am walking	Naa-sha
I am careful	Shish shu'-'aa-dvn-t'i
I am going for a ride	Na'-dvsht'-ghee-te
I am going (to) _____?	_____ 'vn' tee-see-ya.
I live here	Chan' svs-da.
We go <u>(direction, etc.)</u>	<u>(direction, etc.)</u> tee-saa-ghitlh-xat <i><u>(direction, etc.)</u> we go</i>
Where do you live?	Dvt-la sin-da tee-saa~-ya
You go <u>(direction, etc.)</u>	<i><u>(direction, etc.)</u> you go</i>

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

1. Understand the role and importance of various modes of transportation, and identify modes using Dee Ni vocabulary
2. Understand the importance of safety on roads, railroads, and water
3. Locate home and community relative to other locations around Oregon.

Assessment:

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

Activity/Project Description:

- *Dee Ni vocabulary is taught using illustrated flashcards, room poster, and audio recording.*
- *Students learn and sing the "Going for a Ride" song in Dee Ni – learning Dee Ni words for major forms of transportation.*
- *Transportation safety lessons are reinforced through hosting visitors, or field trips*
 - *Visit to W/P RR museum in Toledo*
 - *Boat ride on Yaquina Bay*
 - *Visit from ODOT*
 - *Visit to Newport airport*
 - *Visit by Bike Safety folks*
 - *Visit to Coast Guard*
- *Students use maps on Google Earth to locate their planet, continent, region, community, neighborhood, and house. Students explore and identify routes between school and home, community to community, etc. Students copy home-to-school route from Google to a printed map.*
- *Students are presented with various transportation scenarios, and match appropriate mode of transportation.*
- *The students can play a safety themed Dee Ni version of "Chutes and Ladders" for reinforcement and fun.*
- *Students play "Red Light Green Light" using Dee Ni colors vocabulary*
- *Students can review Run-to-Rogue History lesson to reinforce relocation by boat and foot transportation modes, and the route followed.*

Materials/Supplies:

- *Picture flash cards with illustrations*
- *Audio recording of vocabulary and "Going for a Ride" song*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations with vocabulary*
- *Online access to maps (Google Earth) showing major businesses, institutions, public buildings, parks, transportation modes, etc. (or possibly a local area map from a Realtor)*
- *Contact information for various transportation entities.*

➤ *Dee Ni Public Safety version of "Chutes and Ladders"*