

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Ocean – Spring

02.AS.03d

Common Curriculum Goal:

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

2nd Language: Speaking: Benchmark 3: Provide information about activities

CIM: Give simple directions

2nd Language: Listening: Benchmark 3: Understand simple descriptions

Health: Healthy Eating: Explain how healthful eating habits lead to wellness

Season/Location:

Spring – associated with minus tides and equinox. Ideally, activities will take place at a tidepool/beach area near Siletz.

Partners/Guests/Community:

Hatfield Marine Science Center (SMILE), Natural Resources, Culture Department, Fish and Wildlife, Older kids (if they are doing the lesson simulatneously), Guests from other schools, tribes, and community; Oregon Coast Aquarium; Interested tribal members/elders.

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)*
 - *At the Bay*
 - *Let's Eat*
 - *Oceans and Rivers*
 - *Nature*

Grammar:

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

Phrases (Writing, Speaking, Reading, Listening):

- *Collective vocabulary from prior lesson(s):*
 - *Interrogatives*

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

1. *Identify tidepool and seashore food & non-food creatures using Dee Ni vocabulary*
2. *Participate in preparing/serving/eating tidepool foods*
3. *Recognize shells as a material for creating traditional wealth and tools.*
4. *Recognize the dangers associated with being at the beach.*
5. *Recognize the characters in a traditional story about seashore creatures. (Octopus and Raven - NAAS)*

Assessment:

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

Activity/Project Description:

- *Students review appropriate vocabulary and phrases from prior Dee Ni lessons.*
- *Students travel to a local beach with rocky shore (tidepools). Students are shown a variety of tidepool and seashore creatures. This could be done by fetching them and bringing them into shore in buckets, or the kids could be taken in small groups out to the pools.*
- *Tidepool foods are gathered (clams, mussels, seaweed, barnacles, sea anemones (?)), traditional methods of preparation are demonstrated, and foods are eaten picnic style at the beach.*
- *Other traditional foods could also be served.*
- *Older kids can help out with cooking if they are doing the activity simultaneously.*
- *Students practice «table talk» during the activity.*
- *Seafoods' place on the 'food pyramid' should be identified, as well as the value of a variety of foods in a healthy diet.*
- *“Octopus and Raven” story can be used to illustrate the dangers of becoming trapped on an incoming tide. This story should also be associated with instruction on the dangers of playing on logs, rip currents, and sneaker waves.*
- *Community/Tribal members should be invited and encouraged to attend.*

- *Other activities might include a visit to the Oregon Coast Aquarium and/or activities at Hatfield Marine Science Center.*
- *Clam and mussel shells are saved and used in other activities – shell money, games, etc.*
- *Teacher should ask questions about the process, and students should be able to answer appropriately, if possible.*

Materials/Supplies:

- *Assessment materials: Rubric, games, puzzles, worksheets.*
- *Appropriate materials from prior Dee Ni lessons.*
- *Standard issue picnic supplies*
- *“Octopus and Raven” story (NAAS)*
- *Cooking utensils – a big pot, spoon, materials to make fire.*
- *Lemons, spices, etc.*
- *Chisel, gloves, buckets (for gathering)*
- *Sturdy shoes and appropriate clothing.*