

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Family

02.HC.06

Common Curriculum Goal:

2nd Language: Topics – Benchmark 2 – Family/Pets, Benchmark 3 – Friends/People

2nd Language: Listening: BM2

2nd Language: Speaking: BM2

2nd Language: Writing: BMw

EL.02.L1.09

Season/Location:

January – Classroom, Government Hill

Partners/Guests/Community:

Guest Elder, Possible Storyteller, community event

Cultural Component(s):

Arts and
Aesthetics

Communication

Government

Science

**Belief -World
View**

Family

History

Shelter

Food

Medicine

Transportation

Clothing

Fun

Medium of
Exchange

Tools and
Technology

Project/Activity Lesson Objective Components:

Vocabulary:

<i>Elder</i>	<i>Chay-yii-ne</i>
<i>Family</i>	<i>Da'-ye'</i>
<i>Grandfather</i>	<i>'Aa-me'</i>
<i>Grandmother</i>	<i>Sru'</i>
<i>Father</i>	<i>Ta'</i>
<i>Mother</i>	<i>K'waa-ga</i>
<i>Brother</i>	<i>Chee-le'</i>
<i>Sister</i>	<i>Dee-sre'</i>
<i>New Vocab (1)</i>	
<i>Son</i>	<i>Daa~-ghee-yilh</i>
<i>Daughter</i>	<i>Sii-'e</i>

Friend	Laa-sri
People	Dee-ni
Pet	Lin-ch'e
New Vocab (2)	
Husband	Ch'ee-see-ne'
Wife	Tr'aa-ne'

Grammar:

- Reinforcement of noun possessives
- Spell My, Your, His/Hers/Its, Family, Friend

Phrases (Writing, Speaking, Reading, Listening):

This is my _____.	Dii sh_____
This is your _____.	Dii nn_____
This is his/hers/its _____.	Dii hii_____
New Phrases (1)	
His/Her/Its name is _____.	_____ waa 'vm-yuu-shi _____ that way he/she/it is called
What is his/her/its name _____.	Day-la waa 'vm-yuu-shi? What is it that way he/she/it is called?
New Phrases (2)	
These are my family (<u>family name</u>)	Dii shish-daa-ye' (<u>family name</u>) These my family (<u>family name</u>)
These are your family (<u>family name</u>)	Dii nn-daa-ye' (<u>family name</u>) These your family (<u>family name</u>)
These are his/hers/its (<u>family name</u>)	Dii hii-daa-ye' (<u>family name</u>) These his, hers, its family(<u>family name</u>)

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

1. Identify several members of a family using Dee Ni vocabulary
2. Construct simple subject verb Dee Ni sentences
3. Introduce friends/relatives using Dee Ni sentences
4. Recognize ways of showing respect to Elders
5. Understand my, your, his/hers/its noun conjugation
6. Spell "my/your/his/hers/its family", "my/your/his/hers/its friend"

Assessment:

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

Activity/Project Description:

- *Family members are taught using illustrated flashcards, room poster, and audio recording.*
- *“The Woodpecker Brothers” [HK.01.01ga] would be an appropriate partnering lesson.*
- *Students listen to “Old Man Coyote and the Rock” and brainstorm ways of helping and showing respect for Elders and each other*
- *Students create artwork (drawing, cut-outs from magazines, photos) showing family members doing various activities i.e. ‘Family is eating’, ‘Sister is playing’, ‘Father is talking’, ‘Friend is crying’. Students are assigned one relative word per student drawn from flashcards/papers]. Verbs are taken from previous lessons or the Dee Ni dictionary. Students introduce their characters, share their illustrations, recite their subject-verb sentences, and discuss how illustrated activity relates to being helpful/respectful to Elders and each other.*
- *Students build a family tree. Students may choose to base their characters on themselves, or a story and attach them to a family tree template. Teachers/Students ask. “What is his/her/its name?”. Students respond, “His/her/its name is _____”.*
- *Students are assigned family member positions (extras can be friends). Students select appropriate costumes and arrange themselves physically in the form of a family tree. Students go around and introduce their “relatives”.*
- *Students can make up their own family safety/respect scenarios, or teacher can draw a scenario card. Students have a short period of time to come up with a solution and perform a short skit. Students can collaborate with other grade levels; incorporate guest Elders/Adults into skits.*
- *Students can play Dee Ni Chutes and Ladders as a reinforcement of kindness/respect lessons.*

Materials/Supplies:

- *Picture flash cards with illustrations representing family tree concepts*
- *Audio recording of family vocabulary words*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing family tree concepts*
- *Family tree template, and slips of paper with Dee Ni family words*
- *Art supplies as necessary for drawings*
- *Story, “The Woodpecker Brothers”*
- *Story, “Old Man Coyote and the Rock”*
- *Box of costume clothes, hats, wigs, thrift store stuff*
- *Scenario cards*