

## Dee Ni Language Lesson

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**Project/Activity Name and ID Number:**

*Let's Eat*

**02.HE.02**

**Common Curriculum Goal:**

*2<sup>nd</sup> Language: Topics: BM3: Food; BM 1: Greetings/Farewells*

*2<sup>nd</sup> Language: Speaking: BM2: Use memorized words/phrases and expressions in everyday situations.*

*2<sup>nd</sup> Language: Listening: BM2: Understand some words, phrases, and expressions on a limited range of familiar topics in everyday situations.*

*HE.03.HE.01: Recognize the importance of variety and moderation in food selection and consumption.*

*HE.03.02: Choose a variety of foods to eat from different food groups.*

**Season/Location:**

*November*

*Various times throughout the school year, according to seasonal availability.*

**Partners/Guests/Community:**

*Kitchen Staff, Natural Resources and Cultural Department staff, CTSI – Dietician*

**Cultural Component(s):**

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

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

***Common Foods***

<i>Bird</i>	<i>Ch'ee-yash</i>
<i>Bread</i>	<i>Saa-bee-li</i>
<i>Eat</i>	<i>Yaa~</i>
<i>Eggs</i>	<i>Ch'aa-ghee-she'</i>
<i>Juice</i>	<i>Tuu-'i'</i>
<i>Junk Food (Sweets?)</i>	<i>Lhxvn</i>
<i>Meat</i>	<i>Ch'ee-svn'</i>

<i>Milk</i>	<i>Ts'uu-svn</i>
<i>Nuts/Seeds</i>	<i>See-'e</i>
<i>Popcorn</i>	<i>Tvtlh-tvm'-kan</i>
<i>Water</i>	<i>Tvl-xvt</i>

**Traditional Foods: Add 3 or 4 of the following; depending on what is available.**

<i>Acorn Soup</i>	<i>San-chvn-tuu-'i</i>
<i>Blackberries</i>	<i>Dee-chii-nes</i>
<i>Camas</i>	<i>Gus</i>
<i>Crab</i>	<i>Ga'-srvsr</i>
<i>Deer</i>	<i>Mee-chan-tr'vtlh-ni</i>
<i>Duck</i>	<i>K'wvt-dvlh-ghvlh</i>
<i>Eel</i>	<i>Dvsh-xa~</i>
<i>Elk</i>	<i>Des-chu</i>
<i>Mussels</i>	<i>K'wee-san</i>
<i>Nettle</i>	<i>Xwvtlh-chish</i>
<i>Pheasant</i>	<i>Ch'ee-yash</i>
<i>Pine Nuts</i>	<i>Nantlh-chu see-'e</i>
<i>Salal</i>	<i>Ya's-xe</i>
<i>Salmon</i>	<i>Lhuk</i>
<i>Berries</i>	<i>Dee-chii</i>
<i>Seaweed</i>	<i>Lvt</i>

**Grammar:**

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

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

<b>English</b>	<b>Dee Ni</b>
<i>Wash your hands</i>	<i>Naa-ch'intlh-t'e</i>
<i>Elders first</i>	<i>See chay-yii-ne</i>
<i>Let's Eat!</i>	<i>Ch'it-gan</i>
<i>I am eating.</i>	<i>Ch'ee-shan'</i>
<i>You are eating.</i>	<i>Ch'aa~-ya~</i>
<i>He/She/It is eating</i>	<i>Yaa~</i>
<i>We are eating</i>	<i>Ch'it-gan</i>
<i>It tastes good!</i>	<i>Shu' 'vtlh-nish</i>
<i>Pass me the ____.</i>	_____ <i>Shghaa~-ash. (food)</i> _____ <i>Shghaa~-lhe. (liquid)</i>
<i>Thank you.</i>	<i>Shu 'aa-shi nin-la</i>
<i>Shut up</i>	<i>Chu-'intlh-'i~'</i>
<i>Sit down</i>	<i>Daa-sin-da</i>
<i>Your food you eat</i>	<i>Nn-srtaa~ ch'aa-ghit-gan</i>

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

1. *Communicate nourishment desires using Dee Ni vocabulary.*
2. *Identify traditional eating utensils; foods and traditional preparation methods.*
3. *Place traditional foods properly on the USDA food pyramid*
4. *Use proper table manners*

#### **Assessment:**

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

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

- *Let's Eat concepts are taught using illustrated flashcards, room poster, and audio recording.*
- *Vocabulary is reinforced with the use of illustrated placemats during meals.*
- *The children can sample traditionally prepared native foods. Foods can be processed and prepared by older kids (4<sup>th</sup> and 5<sup>th</sup> grade as a part of a language lesson). The culture department could help with this, as well as bringing examples of traditional cooking/eating utensils.*
- *The teacher should find a way to stress the importance of being grateful & thankful for the food they eat.*
- *Students create a USDA food pyramid, placing traditional foods in their proper place using Dee Ni numbers to indicate number of servings. Kids could collaborate with 2<sup>nd</sup> grade to create a large pyramid for the cafeteria.*
- *1<sup>st</sup> and 2<sup>nd</sup> grade dine together in cafeteria and practice words/phrases*
- *Dietician visits & presents information on the importance of health eating. (K-1<sup>st</sup>-2<sup>nd</sup>)*
- *Optional\* Vocabulary could be reinforced by celebrating National Toast Day (November 18<sup>th</sup>)*
- *\*Optional\* Both foods and colors could be reinforced in early April by having an Equinox/Easter activity dyeing eggs.*
- *\*Optional\* Both foods and body parts could be reinforced through a "Mr. Potato Head" activity.*

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

- *Picture flash cards with illustrations representing let's eat concepts*
- *Audio recording of let's eat vocabulary*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing let's eat concepts*
- *Illustrated vocabulary placemats*

- *Examples of traditional foods, according to availability, and cooking eating utensils.*
- *Small printed images of traditional and non-traditional foods representing foods in the food groups and blank food pyramid sheet (small magnetic pictures can be used at home)*