

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Animals

02.SC.04

Common Curriculum Goal:

2nd Language: Topics: Benchmark 2: Family and Pets

2nd Language: Speaking: Benchmark 2: Use memorized words and phrases in everyday situations

2nd Language: Listening: Benchmark 2: Recognize vocabulary related to familiar topics

Arts: AR.03.CP.01

Season/Location:

May – Spring time

Partners/Guests/Community:

4H, Audubon

Cultural Component(s):

Arts and
Aesthetics

Communication

Government

Science

Family

History

Shelter

**Belief -World
View**

Food

Medicine

Transportation

Clothing

Fun

Medium of
Exchange

Tools and
Technology

Project/Activity Lesson Objective Components:

Vocabulary:

Set One	
<i>Ant</i>	<i>K'aa-t'vsr</i>
<i>Bear</i>	<i>Sv-gvs</i>
<i>Chipmunk</i>	<i>Naa-ghe'-kvm's</i>
<i>Frog</i>	<i>K'wee-lhin'-chu</i>
<i>Turtle</i>	<i>Ts'ee-nntelh</i>
<i>Snake</i>	<i>Lhaa-ghvsh</i>
<i>Squirrel</i>	<i>Ch'aa-wee-yas-na</i>
Set Two	
<i>Bird</i>	<i>Ch'ee-yash-'e</i>
<i>Cat</i>	<i>Buu-sri</i>
<i>Coyote</i>	<i>Sk'wii-ts'a</i>
<i>Deer</i>	<i>Me'-chan-drvtlh-ni</i>

<i>Dog</i>	<i>Lhin'</i>
<i>Raven</i>	<i>Da'-ts'as</i>
Set Three	
<i>Bald Eagle</i>	<i>Srii-na ch'ee-yash-'e</i>
<i>Bluejay</i>	<i>Ghit-ts'ay-sraa-de</i>
<i>Chicken</i>	<i>Chii-kvn</i>
<i>Cow</i>	<i>Mush-mush</i>
<i>Crow</i>	<i>Kaa~-sra</i>
<i>Elk</i>	<i>Des-chu</i>
<i>Fox</i>	<i>Naa-ghaa-srii-ni</i>
<i>Goose</i>	<i>Haa~-chu</i>
<i>Hawk</i>	<i>Chutlh-chak-ne</i>
<i>Horse</i>	<i>Lhin'-chu</i>
<i>Mallard Duck</i>	<i>K'wvs dvtlh-ghvtlh</i>
<i>Mouse</i>	<i>Lhum-'e</i>
<i>Pig</i>	<i>Guu-shu</i>
<i>Seagull</i>	<i>Mish-ki</i>
<i>Sheep</i>	<i>Ship</i>
<i>Turkey</i>	<i>Chi'-yay-tilh-xvth</i>
Set Four	
<i>Bobcat</i>	<i>Chee-taa-ghee-buu-sri</i>
<i>Cougar</i>	<i>Chutlh-ts'as-ne</i>
<i>Duck</i>	<i>Ch'ee-yash</i>

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

Grammar:

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

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
<i>I am caring for (_____)</i>	<i>(_____)</i> nvsh-she <i>(_____)</i> I am doctoring
<i>I am feeding (_____)</i>	<i>(_____)</i> mashlh-chut
<i>I am singing like a (_____)</i>	<i>(_____)</i> wvn-t'e dvsh-yvn <i>(_____)</i> like I am singing
<i>I am taking care of (_____)</i>	<i>(_____)</i> nvsh-she <i>(_____)</i> I am doctoring
<i>I want to meet someone</i>	Dayn 'aa-wvth-ts'it vmlh-te <i>Someone to know I want</i>
<i>We are singing like a (_____)</i>	<i>(_____)</i> wvn-t'e daa-ghit-yvn <i>(_____)</i> like we are singing

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

1. *Identify a variety of wild and domestic animals using Dee Ni vocabulary*
2. *Identify a variety of animal calls/sounds*
3. *Identify animals based on artistic representations*
4. *Retell a Miwok creation legend*

Assessment:

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

Activity/Project Description:

- *Animals are taught using illustrated flashcards, room poster, and audio recording. The teacher might provide live examples of some animals. Animals that aren't appropriate for the classroom could be represented with photos, stuffed examples, or skins. All of these could have labels.*
- *Local animal society can be invited to share information on specific animal(s), or animal groups.*
- *Students view Northwest Coast animal art and masks online, or photographs.*
- *Students hear "Silver Fox and Coyote Create the Earth"*
 - *Teacher prepares students by teaching them the phrase "I want to meet someone", Dee Ni vocabulary for fox and coyote, and introduce fox and coyote sounds.*
- *Student pairs are assigned/choose an animal, learn its call/sound, and create either a small collage or drawing of their animal. A conductor is chosen to choose from a deck of cards that includes all of the animals studied. The remaining students are the chorus. Once a card is chosen the chorus group steps forward to hold up the collage, introduce themselves as "We are singing like a (_____)", and make the sound of the animal. This process continues until all chorus groups have presented their animal/animal sound.*

Materials/Supplies:

- *Picture flash cards with illustrations representing animals concepts*
- *Audio recording of animals vocabulary*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing animals concepts*
- *Recording of animal sounds, or access to online resources for them*
- *Book of Pacific Northwest Coast artwork, or access to online resources for them*
- *"Silver Fox and Coyote Create the Earth" story*
- *Deck of animal cards*
- *Art Supplies for collage, or drawing/painting*

➤ *Local animal society information*