

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Shapes

03.MA.02

Common Curriculum Goal:

2nd Language: Topics: Benchmark 2: Shapes

2nd Language: Speaking: Benchmark 2: Use memorized words, phrases, expressions

2nd Language: Listening: Benchmark 3: Demonstrate comprehension of simple descriptions

Oregon Educational Tech Standards: Research and Information Fluency: Select and apply digital tools to gather, evaluate, validate, and use information

Math: 3.3

Season/Location:

December - January

Partners/Guests/Community:

Culture Department, Museum staff

Cultural Component(s): *(wide variety according to objects selected by students)*

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:

English	Dee Ni
<i>Basket Cap</i>	<i>Xee-tr'at</i>
<i>Big</i>	<i>Chwaa</i>
<i>Flat</i>	<i>Telh</i>
<i>Plate</i>	<i>Gaa-se</i>
<i>Polygon</i>	<i>Lhan-let</i>
<i>Rectangle</i>	<i>Dvn-chi'-let</i>
<i>Round</i>	<i>T'vr'sh-wvlh</i>
<i>Short</i>	<i>T'a'-k'hi</i>
<i>Small</i>	<i>'In-stvm</i>
<i>Square</i>	<i>Dvn-chi'-let lhee-wi</i>

<i>Symmetrical</i>	<i>Wvn-t'e</i>
<i>Tall</i>	<i>Nes</i>
<i>Triangle</i>	<i>Taa-xee-let lhee-wi</i>
<i>Area</i>	<i>Dvn</i>
<i>Perimeter</i>	<i>Nii-shan</i>

- *Vocabulary associated with "shapes book: determined by 3^d grade should include common named basket patterns*

Grammar:

- *Exposure to concepts of Dee Ni sentence composition, and noun and verb conjugation.*
- *Sentence structure; specifically – noun/pronoun and adjective word order, and suffixes – big and small*
- *Spelling*

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
<i>It is (description)</i>	<i>(description)</i>
<i>It is a (shape)</i>	<i>(shape)</i>
<i>They are called (shape)</i>	<i>(shape) xee-yaa-win-shi'</i>
<i>What is this called?</i>	<i>Day-la waa yaa-win-shi'</i> <i>What is it that way it is called?</i>
<i>What shape is this?</i>	<i>Day-la?</i> <i>What is it ?</i>

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

- 1. Identify and write short descriptions of items using Dee Ni phrases and vocabulary*
- 2. Search for photos on the internet, cite sources*
- 3. Apply Dee Ni vocabulary and phrases to math/geometry concepts*

Assessment:

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

Activity/Project Description:

- *Students use books, online resources, cultural items, native plants and animals to identify representations of various shapes. This can involve a trip to the library, trip to the park, a hike around the hill and CTSI Culture Dept storage*

facility. [Basket patterns and regalia present examples of shaped being taught. Archival photos of dancers definitely show tall and short.]

- *Students use grid paper and circles paper to sketch patterns*
- *Students convert sketches into final form following grid paper. Math activities should be incorporated, including determining perimeter, area, symmetry, decomposing polygons etc. All of these can incorporate Dee Ni numbers. Less artistically inclined students can draw simple basket patterns; more artistically inclined may want to draw people, animals, shells, etc. All major named basket patterns should be represented.*
- *Pages are assembled into a notebook/booklet form for use by other grades*
- *Pages could be added throughout the year and during subsequent years during other lessons where appropriate. A correct bibliography should be included.*
- *Written descriptions are added as subtitles; "Show and Tell" type activity to share work.*

Materials/Supplies:

- *Grid/graph paper*
- *Examples of cultural items (actual items photographs, drawings, oral descriptions, etc.)*
- *Notebook/Scrapbook/pages*
- *Hearst museum web site (as well as others that may be useful)*
- *Resources from other lessons as necessary*