

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Calendar – Seasonal Activity Bulletin Board

03.MA.03

Common Curriculum Goal:

2nd Language: Topics: Benchmark 2: Calendar/Time

2nd Language: Speaking: CIM: Exchange information using date, time, etc.

2nd Language: Reading: Benchmark 3: Demonstrate ability to extract discreet information form simple texts

Math 2.3.6: Measurement: Identify and name days of the week and months of the year and interpret calendar information

Season/Location:

Begins in September, if possible. Language project staff/volunteers/enclaved children could put up the calendar at the end of August so it is available and up-to-date during registration and the first days of school. Students take over completely in October.

Partners/Guests/Community:

Office staff, 5th grade (for newsletters), any community entity wishing to have events publicized at the school (library, community center, fitness, etc.)

Cultural Component(s): All-inclusive

Arts and
Aesthetics

Communication

Government

Science

Belief -World
View

Family

History

Shelter

Clothing

Food

Medicine

Transportation

Fun

Medium of
Exchange

Tools and
Technology

Project/Activity Lesson Objective Components:

Vocabulary:

<i>First grade</i>	<i>Lha'</i>
<i>Second Grade</i>	<i>Naa-xe</i>
<i>Third grade</i>	<i>Taa-xe</i>
<i>Fourth Grade</i>	<i>Dvn-chi'</i>
<i>Fifth Grade</i>	<i>Srwee-la'</i>
<i>Sixth Grade</i>	<i>K'wee-staa-ni</i>

<i>Announcements</i>	
Months	Num-nii-man's
<i>January</i>	<i>Lha' num-nii-man's</i>
<i>February</i>	<i>Naa-xe num-nii-man's</i>
<i>March</i>	<i>Taa-xe num-nii-man's</i>
<i>April</i>	<i>Dvn-chi' num-nii-man's</i>
<i>May</i>	<i>Srwee-la num-nii-man's</i>
<i>June</i>	<i>K'wee-staa-ni num-nii-man's</i>
<i>July</i>	<i>Srch'ee-te num-nii-man's</i>
<i>August</i>	<i>Naa-xan-du' num-nii-man's</i>
<i>September</i>	<i>Lha'-du' num-nii-man's</i>
<i>October</i>	<i>Nee-san num-nii-man's</i>
<i>November</i>	<i>Nee-san-lha'-ch'aa-ta num-nii-man's</i>
<i>December</i>	<i>Nee-san-naa-xee-ch'aa-ta num-nii-man's</i>
Weekdays	Srii-nis
<i>Sunday</i>	<i>San-t'i</i>
<i>Monday</i>	<i>Mvn-t'i</i>
<i>Tuesday</i>	<i>Tus-t'i</i>
<i>Wednesday</i>	<i>Wens-t'i</i>
<i>Thursday</i>	<i>Thvrs-t'i</i>
<i>Friday</i>	<i>Fay-t'i</i>
<i>Saturday</i>	<i>Saa-tv-t'i</i>
Numbers	Tr'vtlh-tauk
<i>One</i>	<i>Lha'</i>
<i>Two</i>	<i>Naa-xe</i>
<i>Three</i>	<i>Taa-xe</i>
<i>Four</i>	<i>Dvn-chi'</i>
<i>Five</i>	<i>Srwee-la'</i>
<i>Six</i>	<i>K'wee-staa-ni</i>
<i>Seven</i>	<i>Srch'ee-t'e</i>
<i>Eight</i>	<i>Laa-nii-srvt-naa-ta</i>
<i>Nine</i>	<i>Lha'-duy</i>
<i>Ten</i>	<i>Nee-san</i>
<i>Eleven</i>	<i>Nee-san-lha'-ch'aa-ta</i>
<i>Twelve</i>	<i>Nee-san-naa-xee-ch'aa-ta</i>
<i>Thirteen</i>	<i>Nee-san-taa-xee-ch'aa-ta</i>
<i>Fourteen</i>	<i>Nee-san-dvn-chi'-ch'aa-ta</i>
<i>Fifteen</i>	<i>Nee-san-srwee-la'-ch'aa-ta</i>
<i>Sixteen</i>	<i>Nee-san-k'wee-staa-ni-ch'aa-ta</i>
<i>Seventeen</i>	<i>Nee-san-srch'ee-t'ee-ch'aa-ta</i>
<i>Eighteen</i>	<i>Nee-san-laa-nii-srvt-naa-taa-ch'aa-ta</i>
<i>Nineteen</i>	<i>Nee-san-lha'-duy-ch'aa-ta</i>
<i>Twenty</i>	<i>Naa-tvn-nee-san</i>
<i>Twenty-One</i>	<i>Naa-tvn-nee-san-lha'-chaa-ta</i>
<i>Twenty-Two</i>	<i>Naa-tvn-nee-san-naa-xee-ch'aa-ta</i>

Twenty-Three	Naa-tvn-nee-san-taa-xee-ch'aa-ta
Twenty-Four	Naa-tvn-nee-san-dvn-chi'-ch'aa-ta
Twenty-Five	Naa-tvn-nee-san-srwee-la-ch'aa-ta
Twenty-Six	Naa-tvn-nee-san-k'wee-staa-nii-ch'aa-ta
Twenty-Seven	Naa-tvn-nee-san-srch'ee-t'ee-ch'aa-ta
Twenty-Eight	Naa-tvn-nee-san-laa-nii-srvt-naa-taa-ch'aa-ta
Twenty-Nine	Naa-tvn-nee-san-lha'-duy-ch'aa-ta
Thirty	Taa-tvn-nee-san
Thirty-One	Taa-tvn-nee-san-lha'-ch'aa-ta

➤ Vocabulary as is associated with weekly/monthly/seasonal activities

Grammar:

- Complex written and spoken sentence structure; noun and verb conjugation, including past, present, and future aspects of time; teacher-generated spelling words.
- Concepts of word origin: As in no "month" words prior to English.
- Concept of Dee Ni alphabet adapted to English words. (Add this to 4th as well.)

Phrases (Writing, Speaking, Reading, Listening):

It is <u> (day) </u>	Dii srii-nis <u> </u>
What day is it?	Day-la dii srii-nis?
What month is it?	Day-la num-nii-man's?

Reading:

- Recognizing months, weeks, numbers 1-31

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

1. Identify days of the week and months of the year using Dee Ni vocabulary
2. Identify days of the month 1-31 using Dee Ni words
3. Collaborate and coordinate with other grades/staff/community members on a long-term project to identify important dates/activities and place them properly on the calendar.
4. Use Dee Ni vocabulary to identify holidays and other calendar elements.
5. Place important holidays, seasons, and cultural activities properly on a calendar.

Assessment:

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

Activity/Project Description:

- *Staff/Volunteers create a wall-sized calendar (as illustrated) at back-to-school time. The calendar should be as complete as possible – including major school events, equinox, upcoming holidays, etc. Teachers may choose to add their newsletter. Student birthdays will be on there. As the year progresses, additional information is added – student government, community events, gathering schedules, cultural activities, etc.*
- *During September, 3^d graders study vocabulary and phrases associated with day length, moon phases, tides, etc. This information is also added to the calendar. (Small – don't want to run out of room!)*
- *5th graders post translated classroom newsletters,*
- *Calendar content will also feature seasonal cultural activities.*
- *Photos, drawings, poems, etc. should be added, if possible.*
- *By October, students should take over the gathering and posting of information as much as possible.*

Materials/Supplies:

- *Big paper – eventually turning into a corkboard – eventually turning into a glass-front corkboard with a calendar “template” on it.*
- *Photos, illustrations, and words related to seasons, and activities/projects.*
- *Stickers and cards (made through other projects) for special events.*
- *Information from a wide variety of sources: Classrooms, office staff, kitchen, coaches, student government, community services, administration, school board, CTSI..... This information could be gathered through the use of a student-generated information survey form. Forms could be filled out and submitted, or student could conduct interviews.*