

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Shapes

04.MA.02

Common Curriculum Goal:

2nd Language: Topics: Benchmark 1: Colors, numbers

2nd Language: Topics: Benchmark 2: Shapes

2nd Language: Speaking: Benchmark 2: Use familiar vocabulary in context

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

Math: 4.3.1, 4.3.2, 4.3.5, 4.3.7

Season/Location:

February (Winter-good indoor activity, or time filler anytime)

Partners/Guests/Community:

N/A

Cultural Component(s):

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

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>

Basket pattern names

<i>Dance Knife</i>	<i>Ch'an-t'i~</i>
<i>Flying Geese</i>	<i>Haa~-chu-naa-ta</i>
<i>Friendship</i>	<i>Laa-sri</i>
<i>Frog Hand</i>	<i>K'wee lhin'-chu la'</i>
<i>House Ladder</i>	<i>Gan-gvn</i>
<i>Morning Star</i>	<i>Svn'-taa-ye'</i>
<i>Points</i>	<i>Let</i>
<i>Quails Tail</i>	<i>t'uu-t'uu-ni la'</i>
<i>Snake</i>	<i>Lhaa-ghvsh</i>
<i>Snake Nose</i>	<i>Lhaa-ghvsh mish</i>
<i>Sturgeon Back</i>	<i>Lhus-chu mii-ne</i>

Grammar:

- *Basic sentence structure*
- *Verb conjugation*

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
<i>I am coloring (painting)</i>	<i>'Vsh-ts'ilh</i>
<i>I colored (painted)</i>	<i>Dghii-ts'ilh</i>
<i>I am drawing (writing)</i>	<i>Ch'vsh-der'sh</i>
<i>I drew it (wrote)</i>	<i>Ch'ghii-der'sh</i>
<i>I am making it</i>	<i>'Vshlh-sri</i>
<i>I made it</i>	<i>Silh-sri~</i>

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

1. *Use Dee Ni vocabulary to describe what they are doing*
2. *Understand concept of past tense verb conjugation*
3. *Identify and name in Dee Ni cultural items including, named basket patterns, regalia, plants, animals, etc.*
4. *Recreate images using geometric patterns*

Assessment:

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

Activity/Project Description:

- *Students study and learn Dee Ni vocabulary associated with a variety of lessons including colors, shapes, and numbers*
- *Students use geometric grid paper to re-create basket pattern translations. Squares, Diamonds, Triangles, Circles are assigned numerals, and a Dee Ni color key is created. Students can make up their own patterns; study other cultural items and create representations of these (See attached)*
- *Puzzles are colored in paint-by-number style*
- *Several of the grids lend themselves to creating representations of 3-dimensional space*
- *Formulas for determining area and other mathematical concepts (multiplication, addition, division, fractions, subtraction, ratios) can be taught using these.*
- *Advanced kids could create 3-D cutouts to give together into a shape – plank house for instance*
- *Puzzle pages are compiled in the form of a puzzle book, which can be used by other language learners*
- *Other information could be included with images – materials used, uses, sizes, etc.*

Materials/Supplies:

- *Vocabulary from prior lessons: numbers, colors, any other teacher chosen*
- *Variety of grid papers*
- *Pens/Pencils*
- *Photos, drawings, object presenting images/patterns to be created*
- *Calculators, rulers, etc. (if math angle is being used)*