

## Dee Ni Language Lesson

---

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

*Nature*

**04.SC.03**

**Common Curriculum Goal:**

2<sup>nd</sup> Language: Topics: BM3: Seasons and weather; XCIM: Environment.

2<sup>nd</sup> Language: Speaking: BM3: Provide information about... activities.

2<sup>nd</sup> Language: Listening: BM3: Understand simple descriptions.

Science: 4<sup>th</sup>: Life Science: Diversity: Describe the relationship between organisms and habitats and how animals must use resources to adapt to survive.

Arts: 5<sup>th</sup>: AR.05.CP.01

**Season/Location:**

*Equinoxes and solstices – or as close as is reasonable. Could be done more frequently if desired.*

*Trails should be different each year. Ideally, a trail will include several ecosystems at once. The trail at Seal Rock includes forest, seashore, and tide pools, for example. Mike Miller County Park is an excellent trail as well.*

**Partners/Guests/Community:**

*Nature photographer and/or artist (Sitka Center?); bug/plant/animal expert; Hatfield MSC (for estuary/tidepool/seashore activities); Audubon representative – someone who knows how to use identification books; Ecosystem «managers» - hunters, oyster farmers, blueberry growers, Georgia Pacific*

**Cultural Component(s): A wide variety, including**

Arts and Aesthetics

Communication

Government

Shelter

Belief -World View

Family

History

Transportation

Clothing

Food

Medicine

Tools and Technology

Fun

Medium of Exchange Science

History

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

<i>Air</i>	<i>Yaa-me'</i>
<i>Art (Makes)</i>	<i>Yvlh-sri</i>
<i>Clothing</i>	<i>Na'-tr'vsh</i>
<i>Earth</i>	<i>Nvn-nvst-'an</i>

Fire	Xwvn
Food	Srtaa~
Forest	Chee-taa-ghee-dvn
Meadow	Tuu-me'
Medicine	Chaa-may
Money (medium of exchange)	Ts'vt
Seashore	Taa-moyn-xu
Shelter	Mvn'
Sun	Xaa-shi
Swamp	Xwvtlh-srvlh
Tools	Mvlh naa-dvtlh-nvsh
Water	Tvl-xvt

➤ *Collective vocabulary from prior lesson(s):*

- Animals
- Numbers
- Ocean & River
- Colors
- Animals
- Insects

**Grammar:**

- *3 – 5: Complex written and spoken sentence structure; noun and verb conjugation, including past/present/future aspects of time; spelling (teacher-generated).*

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

How has it changed?	Daa-'ee-la shtvn-'a?
How is it the same?	Daa-'ee-la wvn-t'e?
What you see?	Day-la ghii--'i~'?
What do you hear?	Day-la dee-din-ts'a
What do you feel?	Day-la dee-dint-nish
What you smell?	Day-la 'intlh-srvn
I see	Ghvsh-'i~'
I hear	Desh-ts'a
I feel	Dee-dvsht-nish
I smell	'Vshtlh-srvn
What is it?	Day-la?
What is it made for?	Day-la waa yvstlh-sri~ <i>What is it that way made?</i>
It was made for/as _____.	Waa _____ tr'vstlh-sri~ <i>That way _____ it was made.</i>

➤ *Collective phrases from prior lesson(s):*

- Interrogatives

- *Weather*
- *Counting*
- *Colors*

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

1. *Carefully observe their surroundings and record their observations using Dee Ni vocabulary and phrases.*
2. *Sketch/photograph/artistically represent their surroundings.*
3. *Use plant/animal/bird/insect/etc identification books.*
4. *Identify and explain cultural uses/roles for various plants, animals, and objects found in nature.*
5. *Recognize changing roles and functions of the elements between various ecosystems.*

**Assessment:**

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

**Activity/Project Description:**

- *Students study ecosystems as part of their regular science curriculum.*
- *Instructor creates a «checkoff list» of 8 - 10 plants and creatures likely to be encountered in the ecosystems the students will explore. The list should have photos/illustrations. (We may be able to supply these)*
- *Students walk along a trail at 4+ times per year and observe seasonal changes.*
- *Students should discuss the changing role of the four elements through different ecosystems. (Fire in the forest, water at the seashore and in swamps, etc.)*
- *Students stop at a number of spots along the trail and record their observations in a journal or on a Q and A worksheet. This should be done using Dee Ni language. Observations should focus on senses – what do the students see, hear, feel, smell. (Leave taste out of it, for obvious reasons.)*
- *Students work in pairs or small groups and use checkoff lists to locate and identify plants and creatures. Students should be able to include plants, animals, and items of cultural significance; ideally one per «Universal»: Food, Clothing, Shelter, Medicine, Art, Tools, Medium of Exchange. Names should be identified using Dee Ni vocabulary.*
- *Each student should find a plant or creature they are unfamiliar with. It should be photographed or sketched. (This activity could ideally include a nature artist/photographer.)*

- *When kids get back to the room, they work in their groups and use identification books to name the plants/creatures they have chosen.*
- *Students should observe seasonal changes, and be able to describe these changes for each ecosystem.*
- *Students share observations and identifications with their classmates. Students create an identification matching quiz or game using photos/sketches and Dee Ni words.*
- *Activity could integrate a wide variety of other Dee Ni lessons – Weather, Seasons, Ocean, Animals, etc.*

**Materials/Supplies:**

- *Assessment materials: Rubric, games, puzzles, worksheets, quizzes.*
- *Applicable materials from previous Dee Ni lessons.*
- *Electronic/print dictionary*
- *Digital camera, journals, art supplies*
- *Animal and plant identification books*
- *Ecosystem check-off lists*
- *Binoculars, magnifying glasses, rulers*