

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Community – Mini-Report

04.05.01b

Common Curriculum Goal:

2nd Language: Topics: BM 3: Food, clothing, home; Exceeds CIM: Health

2nd Language: Listening: CIM: Identify main ideas and some significant details on familiar topics,

2nd Language: Speaking: CIM: Give simple descriptions; Express simple opinions.

2nd Language: Reading: CIM: Determine meanings by contextual clues,

2nd Language: Writing: Exceeds CIM: Create/compose consecutive simple sentences on familiar topics.

Season/Location:

Associated with "Community" project activities.

Partners/Guests/Community:

Library, local experts on history/culture

Cultural Component(s):

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

Project/Activity Lesson Objective Components:

Vocabulary:

*Vocabulary will come from two sources for each group:
Vocabulary associated with completion of the project,
Vocabulary associated with group reports.*

Grammar:

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

Phrases (Writing, Speaking, Reading, Listening):

- *Basic introductions (Small Talk)*
- *Interrogatives*
- *Original phrases generated by students for reports*

| | |
|---|--|
| <i>I think</i> | |
| <i>I feel</i> | |
| <i>I believe</i> | |
| <i>This is our presentation on (topic).</i> | |

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

- *Share historical/cultural information in the form of a report using visual aids,*
- *Deliver information using original Dee Ni sentences,*
- *Ask, answer, and understand clarifying questions delivered using original Dee Ni sentences*

Assessment:

- *Translation*
- *Conversation*
- *Conventions*
- *Effort/Visual Form*
- *Ideas/Content*
- *Collaboration*
- *Delivery*
- *Percentage (Spelling/vocabulary/comprehension quiz developed through notes taken by students/teacher during report presentations)*

Activity/Project Description:

- *Students delegate tasks for report: note taker, researcher, artist, typist, reader, etc.,*
- *Students complete community shopping trip and projects selected,*
- *Students work with groups to research on a topic of their choice related to the history/culture associated with their chosen project. (A classroom brainstorming session could generate a good list.) Students should consider a variety of sources for information: Books, magazines, Internet, museums, historic documents and photos, interviews, etc. (Sources must be properly cited.)*
- *Reports should contain a minimum of three paragraphs (separate concepts, ideas, observations) of 5 sentences each. Reports should be word-processed in "final form" – free of errors. Reports should share one opinion evaluating an interesting fact, a particularly difficult/successful*

- part of the report process, evaluation of the accuracy of historical facts, etc.*
- *Reports should be delivered in one of a variety of ways. Students could choose to create a PowerPoint presentation, poster, tri-fold board, diorama, brochure, etc. Regardless, students should be expected to speak their report aloud and use the visual components as an aid.*
 - *Presentations should begin with introductions and greetings.*
 - *Students may use outline notes on note cards (NOT simply reading the report).*
 - *Audience is expected to use notes study guide/regular paper to take notes during the presentations. Audience should be prepared to ask on-topic questions, and speakers should be prepared to answer them.*
 - *Teacher could supply the audience with a list of suggested questions.*
 - *Teacher compiles a list of questions for a "TPQ" – ten point quiz to be given at the end of presentations.*
 - *After presentations, audience will complete an evaluation.*

Materials/Supplies:

- *Materials and supplies necessary to complete community/shopping projects,*
- *Materials and supplies necessary to create visual aids in support of reports (including note cards),*
- *Access to research materials,*
- *Computer with word processing software,*
- *Notes study guide and report evaluation form*
- *List of suggested report topics*