

## Dee Ni Language Lesson

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

*Body Parts – Gutman*

**05.HE.03**

**Common Curriculum Goal:**

*2<sup>nd</sup> Language: Topics: Benchmark 1: Parts of the body; Exceeds CIM: Health.*

*2<sup>nd</sup> Language: Speaking: CIM: Give simple descriptions.*

*2<sup>nd</sup> Language: Listening: BM 2: Demonstrate understanding of some words, phrases, and simple statements on a limited range of familiar topics in everyday situations.*

*2<sup>nd</sup> Language: Writing: BM 3: Write from memory some high-frequency words, phrases, and simple sentences.*

*Science: Life Science: Organisms: Describe the function of organs and classify them according to the system to which they belong.*

*Health: Numerous topics.*

**Season/Location:**

*Spring – April 19 – 25 is “TV Turnoff Week”,*

*Fall – 2<sup>nd</sup>/3<sup>rd</sup> week of November is Diabetes Prevention Week.*

**Partners/Guests/Community:**

*Diabetes and injury prevention authorities, CTSI AT&D Prevention, Dental health, CTSI - Dietician, and medicine authority.*

**Cultural Component(s):**

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

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

***Set 1 - Body Parts Review:***

<i>Cheek(s)</i>	<i>Nii-pash</i>
<i>Ears</i>	<i>Mvsr-ghe'</i>

<i>Eyebrow</i>	<i>Ni~-ts'vn-t'a</i>
<i>Eyes</i>	<i>Naa-ghe'</i>
<i>Face</i>	<i>Nin'</i>
<i>Hair</i>	<i>Si'</i>
<i>Head</i>	<i>Si's</i>
<i>Mouth</i>	<i>Da'</i>
<i>Nose</i>	<i>Mish</i>
<i>Teeth</i>	<i>Ghu'</i>
<i>Tongue</i>	<i>Saa-lhu'</i>

<i>Arm</i>	<i>Kw'aa-ne</i>
<i>Body</i>	<i>Nvst'-e</i>
<i>Finger</i>	<i>La'-sak-'e</i>
<i>Foot</i>	<i>Xwe'</i>
<i>Hand</i>	<i>La'</i>
<i>Knee</i>	<i>K'wet</i>
<i>Leg</i>	<i>Ts'ee-ne</i>
<i>Shoulder</i>	<i>K'wan's-xee-le'</i>
<i>Toe</i>	<i>Xwe'-sak-'e</i>

<i>Ankle</i>	<i>Xwee-srvsr-wee-le</i>
<i>Back</i>	<i>Mi'-ne</i>
<i>Belly</i>	<i>Me'</i>
<i>Buttocks</i>	<i>T'a'</i>
<i>Chest</i>	<i>Sri'</i>
<i>Elbow</i>	<i>Ts'ii-le'</i>
<i>Hips</i>	<i>Dee-ts'a</i>
<i>Neck</i>	<i>K'wvs</i>

<i>Skull</i>	<i>Si's-ts'ee-ne'</i>
<i>Jawbone</i>	<i>Ch'ee-taa-k'he ts'ee-ne'</i>
<i>Collarbone</i>	<i>K'wan's-xee-le' ts'ee-ne</i>
<i>Hip bone</i>	<i>Dee-ts'a' ts'ee-ne'</i>
<i>Rib</i>	<i>K'waa~-k'he'</i>
<i>Wrist/Ankle/Arm/Leg/Finger/Toe Bone</i>	<i>Ts'ee-ne</i>
<i>Kneecap</i>	<i>Tetlh-ts'ee-ne'</i>
<i>Vertebrae</i>	<i>Min-chee-ne'</i>
<i>Tailbone</i>	<i>Chii-lat ts'ee-ne</i>
<i>Shoulderblade</i>	<i>Tetlh-ts'ee-ne'</i>

**Set 2 - Guts:**

<i>Blood</i>	<i>Dvlh</i>
<i>Brain</i>	<i>Me'-sxn'-ne</i>
<i>Heart</i>	<i>Sre'</i>
<i>Intestine</i>	<i>Tr'ii-k'he</i>
<i>Kidney</i>	<i>Sruk-srisr</i>
<i>Liver</i>	<i>Chee-set</i>

<i>Lung</i>	<i>Set</i>
<i>Muscle</i>	<i>Tee-le'</i>
<i>Skin</i>	<i>Set-se</i>
<i>Stomach</i>	<i>Met</i>
<i>Throat</i>	<i>K'wvs-tr'e'</i>

**Grammar:**

- *Complex written and spoken sentence structure; noun and verb conjugation, including past, present, future aspects of time; spelling and punctuation*

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

<b>English</b>	<b>Dee Ni</b>
<i>Here is/are your _____?</i>	<i>Nn _____ chan'</i>
<i>It is (looks) _____ adj. _____.</i>	<i>_____ adj. _____ nelh-'i~</i>
<i>This is my _____ organ _____.</i>	<i>Dii sh- _____ organ _____.</i>
<i>Touch your _____.</i>	<i>_____ nuu-dintlh-srvt</i>
<i>Where is your _____?</i>	<i>Nn _____ dvt-lan'?</i>

- *Collective Vocabulary from prior lessons:*
  - *Greetings/Goodbyes*
  - *Interrogatives*

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

1. *Locate and identify their basic facial features and body parts through games, songs, and activities (review),*
2. *Identify and locate major organs and organ systems in the human body,*
3. *Recognize unsafe activities that could lead to injury,*
4. *Recognize how unhealthy lifestyle choices affect various organs and organ systems,*
5. *Understand the importance of physical activity and a healthy diet to maintaining a healthy body,*
6. *Use the Dee Ni dictionary to write translations,*
7. *Use Dee Ni vocabulary to describe appearance and function of organs.*

**Assessment:**

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

**Activity/Project Description:**

- *Students study organs and organ systems as a part of regular science curriculum,*
- *Body parts are reviewed using poster illustrations, flash cards and audio recording(s). (A festive review activity involves students sticking sticky notes with Dee Ni body part words all over each other.),*
- *Dee Ni organs vocabulary is studied using the same stuff as above in conjunction with regular science curriculum,*
- *Students play a variety of physical activity games led by the teacher and/or student(s) to learn and reinforce Dee Ni body parts vocabulary,*
- *The teacher explains the importance of exercise and a healthy diet as components of overall fitness (in conjunction with games/activities)*
- *Students learn ways to prevent accidental injury, as well as the consequences of unhealthy lifestyle choices on the various organs and organ systems of the human body. (Lessons would be enhanced with visits to the classroom by authorities on these subjects.)*
- *Students work in pairs/small groups to create life-sized cutout silhouettes of one group member.*
- *As organs and organ systems are studied, Dee Ni vocabulary is learned.*
- *Life-sized images of organs are provided – they should be labeled, colored, and cut out.*
- *For each organ/system, groups/pairs brainstorm a list of 4-6 words describing the organ's appearance and function. Words are written on small sticky notes.*
- *Finished organ illustrations are applied in their proper place to the paper silhouette. Sticky notes with descriptive Dee Ni words are applied to the corresponding organ.*
- *Student group divides up the organs evenly; each student introduces the assigned organ, "This is my \_\_\_\_\_.", and then uses the Dee Ni words to describe appearance and function.*
- *"Pin the Organ on the Body" (the "G" rated version) could be set up and played in the same fashion the other body part pinning game is.*
- *Activities could correspond with "TV Turnoff Week".*
- *Students should be able to recognize and describe examples of safe/unsafe and healthy/unhealthy behaviors.*
- *If possible/tolerable, activities could be associated with an animal dissection, or include examples of animal organs.*

### **Materials/Supplies:**

- *Picture flash cards with illustrations representing body parts and organ concepts*
- *Audio recording of body parts and organs vocabulary words*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing body parts and organs concepts*
- *Game and song recordings/instructions from previous body parts activities.*
- *Regular science curriculum; representations of human organs and systems (model, pictures, etc.)*

- *Illustration of organs and organ systems,*
- *Big paper and colored paper*
- *Art supplies*
- *Organ cutouts*
- *Information/representatives from various health-related entities (listed in "Partners" – many of these provide their own curriculum materials).*
- *Assessment materials (comprehension, spelling, vocab quizzes).*