Dee Ni Language Lesson

Project/Activity Name and ID Number:
New Words (Wee-ya xaa-ghi)
05.LA.10

Common Curriculum Goal:
2nd Language: Topics: BM2: Alphabet
2nd Language: Writing: BM2: Write characters and basic high-frequency
     words.

Season/Location:
This is an activity that should be considered fun – could be done any time. This is a good "homework" assignment.

Partners/Guests/Community:
Community businesses and services, administration, households.

Cultural Component(s):
Depends on item chosen, but likely:

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

Project/Activity Lesson Objective Components:

Vocabulary:
➢ *Ten examples of Dee Ni words of a particularly descriptive nature. These words should be broken down into their components.*

Automobile (Earth over it runs)	*'ee-k'wee-nalh-da*

Grammar:
➢ *Spelling*
➢ *Concept of the one-to-one relationship between grapheme and phoneme in the practical alphabet*
➢ *Word order*

Phrases (Writing, Speaking, Reading, Listening):
➢ *Words that are essentially phrases. See «vocabulary».*

After completing the lesson, Students and/or Instructors will be able to:
1. *Understand that Dee Ni practical alphabet graphemes represent only one phoneme, as compared to the multiple phonemes associated with English alphabet graphemes.*
2. *Understand the descriptive nature of the Dee Ni language.*
3. *Understand Dee Ni word order.*
4. *Create new Dee Ni words for modern technologies, ideas, people, places, and objects by composing short descriptive phrases.*

Assessment:
▪ *Translation*
▪ **Effort/Visual Form**
▪ *Percentage*
▪ *Conversation*
▪ **Collaboration**
▪ **Conventions**
▪ **Delivery**
▪ **Ideas and Content**
▪ *Percentage*

Activity/Project Description:
➢ *Students study a list of Dee Ni words representative of the descriptive nature of the language.*
➢ *Students work with a partner to deconstruct words by breaking them down and defining the individual components. (See example in "vocabulary".) This will require the talking dictionary's 'reverse' feature.*
➢ *Students brainstorm a list of modern technologies, ideas, people, places, and objects that do not already have a Dee Ni word.*
➢ *Students choose one of the above, and create a new Dee Ni word. This process will start with an English description of what it does and/or affects the senses.*
➢ *Students review Dee Ni word order concepts, and place the descriptive English words in proper order. Each one is translated into Dee Ni to create the new word.*
➢ *Students create flashcards with the new Dee Ni word on one side, and a photograph/drawing of the person/place/thing on the other.*
➢ *Classmates guess what the person/place/thing is by deconstructing the Dee Ni word (as in step 2) and defining them.*

> ➤ *Students could work with local businesses and services to create Dee Ni signage and labels for modern people/places/things encountered there.*

Materials/Supplies:
> ➤ *Talking dictionary*
> ➤ *Copy of the practical alphabet*
> ➤ *Dee Ni word list*
> ➤ *Flashcards and art supplies/digital camera/access to on line pictures.*