

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number:

*Shapes*

**05.MA.02**

### Common Curriculum Goal:

*2<sup>nd</sup> Language: Topics: BM2: Shapes*

*2<sup>nd</sup> Language: Speaking: BM2: Use memorized words/phrases/expressions in everyday situations.*

*2<sup>nd</sup> Language: Listening: BM2: Understand a short series of simple directions.*

*Math: 4<sup>th</sup> Grade: 4.3.2, 4.3.6, 4.3.7*

### Season/Location:

- *Fall or Spring – Good weather days. Location could include playground and sidewalks all over town.*

### Partners/Guests/Community:

- *Anyone who wants to play!*

### Cultural Component(s):

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

### Project/Activity Lesson Objective Components:

#### **Vocabulary:**

- *Collective vocabulary from prior lesson(s):*
  - *Basket patterns*
  - *Shapes*
  - *Also includes vocabulary from other game activities – referee, player, winner, etc.*

#### **Grammar:**

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

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

- **Collective phrases from prior lesson(s):**
  - *Interjections*
  - *Phrases will be taken from previous lessons – specifically related to taking turns, scoring points, and winning.*

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

1. *Identify and name common geometric patterns used in traditional Siletz arts – regalia, basketry, etc.;*
2. *Use math skills to determine area of rectangles in those patterns;*
3. *Learn, follow, and modify rules of a playground game, and use Dee Ni vocabulary (interjections) in the course of play.*

**Assessment:**

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

**Activity/Project Description:**

- *Students use materials from previous lessons to study patterns and shapes used in traditional regalia, basketry, and artwork.*
- *Students use shape grids as templates to create traditional geometric designs.*
- *Students use math and geometry skills to determine perimeter, area, etc.*
- *“Shapes” vocabulary is utilized where possible.*
- *Students use math skills to determine a conversion formula for enlarging a pattern to be drawn on the playground (or around town with chalk) and used as a game space.*
- *Students use chalk or paint to create game grids on the play area.*
- *“Four-Square” rules are attached. The same rules can be used in “Six-Square” – kids have a way of making up their own rules to fit new situations.*
- *A variety of geometric forms will work for this. They do not necessarily have to be basket/art patterns, and could be taken from shapes in the Grade 4 Puzzle Book.*

**Materials / Supplies:**

- *Geometric grid patterns (incompetech.com).*
- *Vocabulary and phrases from previous Dee Ni lessons.*
- *Balls – the big red rubber kind.*
- *Rulers, tape measures, calculators.*
- *Playground chalk and/or paint.*