

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Community – Shopping lists and project instructions

05.05.01

Common Curriculum Goal:

2nd Language: Topics: CIM: Stores/Shopping

2nd Language: Listening: Benchmark 3: Demonstrate comprehension of location, simple descriptions

2nd Language: Speaking: CIM: Give basic directions and commands.

2nd Language: Writing: Benchmark 3: Write short messages and express simple ideas using memorized phrases and sentences.

Ed Tech: Communication and Collaboration: Effectively communicate and publish to multiple audiences using a variety of media and formats.

Writing: 5th: Writing Applications: Expository: Write summaries.

Season/Location:

November/December – Prior to gift-giving season.

Partners/Guests/Community:

Managers at participating stores should be aware of our projects, Culture Dept., Red Cross (First Aid instruction), Woodworker, Crochet instructor, Kitchen staff, 5th Grade

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	<u>Tools and Technology</u>

Project/Activity Lesson Objective Components:

Vocabulary:

Directional Vocabulary

<i>Behind</i>	<i>Min'-chin'</i>
<i>Down</i>	<i>Se'-ne</i>
<i>East</i>	<i>'Ii~</i>
<i>Here</i>	<i>Chan'</i>
<i>In Front</i>	<i>Nint'-da'</i>

<i>Left</i>	<i>Mesh-tee-'vn'-ne'</i>
<i>North</i>	<i>Dan'</i>
<i>Right</i>	<i>Me'-shu-'vn'-ne'</i>
<i>South</i>	<i>Yan'</i>
<i>There</i>	<i>Xuu</i>
<i>Up</i>	<i>Ghee</i>
<i>West</i>	<i>Taa-nin'</i>
<i>Where</i>	<i>Dvt</i>

- *Counting Lesson Vocabulary*
- *Vocabulary necessary to translate activity instructions*
- *Student-generated vocabulary necessary to write mini-reports*

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):

- *Phrases necessary to understand project instructions.*
- *Student-generated phrases necessary to make project mini-reports.*
- *Basic interrogatives: WWWWWH and appropriate responses. Specifics depend on context of the interrogatives*

<i>How to make (project).</i>	
<i>Look it up (in the dictionary).</i>	

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

- *Use the Dee Ni Dictionary; print and electronic version; and other classroom resources to construct Dee Ni sentences,*
- *Use on-line resources to do research,*
- *Use presentation and word-processing software,*
- *Use diagrams and other visual tools to complement a project,*
- *Translate English instructions into Dee Ni,*
- *Put steps in a process in logical order,*
- *Understand Dee Ni concepts of verb past/present/future tense conjugation/prefixes/suffixes,*
- *Understand the historical origin of “frybread”; describe traditional plank house construction; relate aspects of traditional medicine to modern medicine; apply basic first aid; think critically about a good diet; and describe origins, functions, materials, and construction methods of Siletz basket caps.*

Assessment:

- *Translation*
- *Conversation*
- *Conventions, including Spelling*
- *Effort/Visual Form*
- *Collaboration*
- *Delivery*
- *Percentage (Quiz)*

Activity/Project Description:

- *Students are assigned to groups (choice, drawing, etc.): «Food», «Clothing», «Shelter», «Medicine».*
- *«Food» will create a Dee Ni shopping list and Dee Ni translation of instructions for making frybread,*
- *«Clothing» will make a crochet cap and document simple instructions in translated form*
- *«Shelter» will make illustrated Dee Ni instructions for a cedar birdhouse, and then do the project,*
- *«Medicine» will assemble a first aid kit, including a Dee Ni list of materials and functions,*
- *Students are given simplified instructions (in English) and diagrams needed to do the assigned project. Instructions are translated into Dee Ni by students. A materials list is developed from the instructions, also translated into Dee Ni.*
- *Students use the Internet, print resources, and telephone to generate a cost estimate, then purchase the supplies to create their project at a local store (store involved with prior «Community» lessons – Fred Meyer, Walmart, etc.),*
- *Students complete their assigned project using Dee Ni instructions; steps are documented (illustrations/photographs) and compiled in the form of an electronic (print, if technology is not available) presentation, including diagrams and other printed instructions,*
- *Project instructions are delivered to 4th grade. 5th graders may lead activity, or the 4th grade kids can use the 5th graders' presentations alone. Students create a budget, shop, and complete their project (Described in 4th grade "Community" lesson).*
- *Final products can be gifted as winter presents, donated to community, and/or sold at fundraisers, etc.*
- *First aid kit project could be enhanced with a visit from the Red Cross for CPR/First Aid classes.*
- *Students could incorporate mapping skills/directional vocabulary by creating a floor plan map of the store.*

Materials/Supplies:

- *Vocabulary flashcards*
- *Audio recording of community vocabulary*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing community concepts*
- *"Instructions" materials in English (to be translated), and proper Dee Ni translation: "How to make frybread", "How to build a birdhouse", "How to crochet a cap", "How to make a first aid kit",*
- *Dee Ni print/electronic dictionary,*
- *Computer with slideshow/presentation software (optional project template),*
- *Assessment materials (quiz, games, etc.)*