

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number:

*Spelling*

**KG.LA.06**

### Common Curriculum Goal:

*2<sup>nd</sup> Language: Topics: BM1: parts of the body*

*2<sup>nd</sup> Language: Speaking: BM1: Use some memorized words in everyday situations*

*2<sup>nd</sup> Language: Reading: BM1: Identify a limited number of common words, symbols, phrases, and cognates.*

*2<sup>nd</sup> Language: Writing: BM2: Write symbols/characters, basic high-frequency words, and memorized phrases.*

### Season/Location:

*Throughout the year with focus on body parts*

### Partners/Guests/Community:

*N/A*

### Cultural Component(s):

Arts and  
Aesthetics

Family

History

Shelter

Belief -World View

Food

Medicine

Transportation

Clothing

Fun

Medium of  
Exchange  
Science

Tools and  
Technology

**Communication**

Government

### Project/Activity Lesson Objective Components:

#### ***Vocabulary:***

<b>English</b>	<b>Dee Ni</b>
<i>Face</i>	<i>Nin'</i>
<i>Her</i>	<i>Hii</i>
<i>Him</i>	<i>Hii</i>
<i>His/hers/its</i>	<i>Hii</i>
<i>Me</i>	<i>Shii</i>
<i>My</i>	<i>Shish</i>
<i>No</i>	<i>Duu</i>
<i>Yes</i>	<i>'Ay~</i>
<i>You</i>	<i>Nvn</i>
<i>Your</i>	<i>Nvn</i>

**Grammar:**

- *Beginning Dee Ni spelling*

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

English	Dee Ni
<i>His/hers/its face</i>	<i>Hii-nin'</i>
<i>My face</i>	<i>Sh-nin'</i>
<i>Your face</i>	<i>Nn-nin'</i>

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

1. *Spell a small number of Dee Ni nouns indicating possession*
2. *Question why they have to start spelling in kindergarten*

**Assessment:**

- *Written test percentage.*

**Activity/Project Description:**

- *Students create "me", "you", "it" illustration sheets representing themselves (self-portrait), a pet, and a friend/family member, or digital photos could be used.*
- *The self-portrait represents "me" & "my". The friend/family member represents "you" and "your". The pet (or other object) represents "His/Hers/Its". "You" and "Your" could also be represented by a partner's self-portrait.*
- *Teacher/student and/or student/student pairs practice spelling words using illustrations as flashcards.*

**Materials/Supplies:**

- *Picture flash cards*
- *Audio recording of vocabulary words*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing body parts concepts*
- *Worksheets with trace and repeat format*
- *Possessives illustration coloring book*