

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Animals

KG.SC.04

Common Curriculum Goal:

2nd Language: Topics: Benchmark 2: Family/Pets

2nd Language: Speaking: BM2: Use memorized words/phrases/expressions in everyday situations

2nd Language: Listening: BM2: Demonstrate understanding of some words/phrases/everyday expressions and simple statements.

Science: A variety of Life Science topics are possible

EL.00.L1.06

Season/Location:

May

Partners/Guests/Community:

Humane Society, Audubon Society

Cultural Component(s):

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

Project/Activity Lesson Objective Components:

Vocabulary:

Set One	
<i>Ant</i>	<i>K'aa-t'vsr</i>
<i>Bear</i>	<i>Sv-gvs</i>
<i>Chipmunk</i>	<i>Naa-ghe'-kvm's</i>
<i>Frog</i>	<i>K'wee-lhin'-chu</i>
<i>Turtle</i>	<i>Ts'ee-nntelh</i>
<i>Snake</i>	<i>Lhaa-ghvsh</i>
<i>Squirrel</i>	<i>Ch'aa-wee-yas-na</i>
Set Two	
<i>Bird</i>	<i>Ch'ee-yash-'e</i>

Cat	Buu-sri
Coyote	Sk'wii-ts'a
Deer	Me'-chan-drvtlh-ni
Dog	Lhin'
Raven	Da'-ts'as

Grammar:

- Exposure to concepts of Dee Ni sentence composition, and noun and verb conjugation.

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
I am caring for _____	_____ nvsh-ne (I am doctoring)
I am feeding _____	_____ mashtlh-chut
I am taking care of _____	_____ nvsh-ne (I am doctoring)

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

- Identify introduced animals using Dee Ni vocabulary
- Understand responsibilities associated with pet ownership
- Retell a Native American legend
- **Optional** Identify a limited number of local bird species and habitats

Assessment:

- Translation
- Delivery
- Effort

Activity/Project Description:

- Animals are taught using illustrated flashcards, room poster, and audio recording. The teacher might provide live examples of some animals. Animals that aren't appropriate for the classroom could be represented with photos, stuffed examples, or skins. All of these could have labels.
- Squirrels, chipmunks, snakes, ants and frogs are pretty common on Government Hill. Teachers could lead a classroom trip up on the hill and have a scavenger hunt.
- These animals turn up in many traditional stories – a storyteller would be an excellent addition.
- Humane Society visits to present information on proper pet/animal care -or- students visit Humane Society.
- Audubon society visits to present information on Oregon birds/birding.
- Students describe a pet and pet responsibilities using Dee Ni vocabulary.

Materials/Supplies:

- Picture flash cards with illustrations representing animals concepts
- Audio recording of animals vocabulary

- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing animals concepts*
- *“The Dogs Who Saved Their Master” story activity suggested; other story activities in the ‘animals’ category optional.*
- *Local Humane and Audubon Society contact information.*
- **Optional* Seasonal Activity: Birding*
- **Optional* Live animal(s) for the classroom. An ant farm, snake, turtle, or frog would be appropriate. Squirrels and chipmunks would be difficult to keep; a bear might eat the children. Skins or stuffed animals could be brought to the classroom.*