

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Creepy Crawls (insects, spiders and slimy things)

KG.SC.05

Common Curriculum Goal:

2nd Language: Topics: BM2: Shapes

2nd Language: Speaking: BM1: Use some memorized words/phrases/expressions in everyday situations.

2nd Language: Listening: BM1: Demonstrate minimal comprehension of general meaning

MA.00.GM.02

Science: Life Science: Understand the characteristics, structure and functions of organisms

Season/Location:

May – School Grounds, Community (Butterflies)

October – School Grounds (Spiders)

Partners/Guests/Community:

Entomologist from OSU, or community

Cultural Component(s):

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

Project/Activity Lesson Objective Components:

Vocabulary:

English	Dee Ni
<i>Ant</i>	<i>K'aa-t'vsr</i>
<i>Bee</i>	<i>Ch'vs-na</i>
<i>Beetle</i>	<i>'li--ghvn</i>
<i>Butterfly</i>	<i>Ch'vs-k'i</i>
<i>Cricket</i>	<i>T'ut'lh-t'ulh</i>
<i>Dragonfly</i>	<i>Bvn'-chwa</i>
<i>Exoskeleton</i>	<i>Ts'ee-ne</i>

<i>Fly</i>	<i>Bvn'</i>
<i>Grasshopper</i>	<i>K'at's</i>
<i>Leg</i>	<i>Ts'ee-ne</i>
<i>Mosquito</i>	<i>Bvn'-dee-thii-lii-'a</i>
<i>Shell</i>	<i>K'wash</i>
<i>Slug</i>	<i>Sree-k'hee-nnli~'</i>
<i>Snail</i>	<i>Mvn'-naa-gha</i>
<i>Spider</i>	<i>K'wee-dar'sh</i>
<i>Wing</i>	<i>K'waa-ne'</i>
<i>Worm</i>	<i>Guu-i</i>

Grammar:

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

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
<i>It crawls</i>	<i>Nalh-k'et</i>
<i>It is crawling</i>	<i>Nalh-k'et</i>
<i>It does have _____</i>	<i>Nay-'a</i>
<i>It does not have _____</i>	<i>Duu nay-'a</i>
<i>It flies</i>	<i>Naa-t'a</i>
<i>It is flying</i>	<i>Naa-t'a</i>

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

- *Identify insects using a variety of Dee Ni words*
- *Classify various insects based on their physical traits*
- *Describe basic insect behavior and habitat*
- *Identify insects traditionally used for food*

Assessment:

- *Translation*
- *Delivery*
- *Effort*

Activity/Project Description:

- *Animals are taught using illustrated flashcards, room poster, and audio recording.*
- *Students make spiders (October), or butterflies (Spring) using a craft method of the teacher's choosing.*
- *An Entomologist or other bug authority visits the classroom, or students visit a zoo, college, museum, etc.*
- *Students play the "Bug Bingo" shape matching game.*
- *Food insects should be identified: grasshoppers, bee grubs*

- *Students use an insect identification coloring book and check off/color insects as they see them*
- *Students take a bug walk to identify insects and habitat types around the school/community*
- *Students listen to a spider story/butterfly story and retell basic plot*
- *Students learn similarities and differences between various insects using compare/contrast, and organize/classify them using images and flashcards*
- **Optional* Students set up a classroom ant farm and/or adopt and outdoor orb weaver to observe and/or a butterfly metamorphosis*

Materials/Supplies:

- *Picture flash cards with illustrations representing Creepy Crawls concepts*
- *Audio recording of vocabulary*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing Creepy Crawls concepts*
- *"Bug Bingo" shape matching game*
- *Art supplies for spiders and/or butterflies craft*
- *Local Entomologist contact information*
- *"How The Spider Symbol Came To The People" story activity*
- *"How The Butterflies Came To Be" story activity*
- *Information on gathering/preparation of grasshoppers and yellow jacket larvae*
- *A spider (orb weaver) OUTSIDE!*
- *Insects coloring/identification book*