

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number:

*Circle Time (Level 2)*

**KG.SS.01b**

### Common Curriculum Goal:

*Understand the concept of student rights and responsibilities.*

*SS.03.CG.02 – Discuss purpose of rules*

*EL.00.SL.10 – Follow 1 and 2 step directions.*

### Season/Location:

*Winter; after basic classroom and school rules have become ingrained and understood. These Dee Ni translations of classroom and school rules will be taught after initial rules, rights, and responsibilities covered in "Circle Time, Level 1" are determined to be fully understood. These lessons will be reinforced/utilized throughout the year in context.*

### Partners/Guests/Community:

*Parents; could also include collaboration with police and/or other authority figures.*

### Cultural Component(s):

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

### Project/Activity Lesson Objective Components:

#### *Vocabulary:*

English	Dee Ni
Move	<i>Min'-ne nui-tin'sh</i>
Raise	<i>Yaylh-k'wvt</i>
Line	<i>Mvsr-ghe'</i>
Eyes	<i>Naa-ghe'</i>
Ears	<i>Mvsr-ghe'</i>
Lunch	<i>Me's-'an'</i>
Recess	<i>Na'-xwvtlh-ye'-dvn</i>

**Grammar:**

- Noun and verb conjugation – you, and you all/yours, and all of yours – applied to vocabulary terms above
- Sentence structure
- Irregular practical alphabet sounds

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

<i>You look at me</i>	<b>Shii tr'vn ninlh-'i~</b> Me toward you look
<i>You all look at me</i>	<b>Shii tr'vn nee-xutlh-'i~</b> Me toward you all look
<i>You listen to me</i>	<b>Shii 'vn' ch'uu-sintlh-ts'an'</b> Me to you listen
<i>You all listen to me</i>	<b>Shii 'vn' ch'uu-sutlh-ts'an'</b> Me to you all listen
<i>You please sit still</i>	<b>Daa-sin-da</b> You sit down
<i>You all please sit still</i>	<b>Daa-sutlh-xat</b> You all sit down
<i>You raise your hand</i>	<b>Nn-la' gee dee-yum-nintlh-dvn</b> Your hand up you hold
<i>You all raise your hands</i>	<b>Xwii-nuu-la' gee dee-yum-nutlh-dvn</b> All your hands up you hold
<i>You put your hand down</i>	<b>Nn-la' se'-ne dee-yum-nintlh-dvn</b> Your hand down you hold
<i>You all put your hands down</i>	<b>Xwii-nuu-la' se'-ne dee-yum-nutlh-dvn</b> Your hands down you hold
<i>You put your head down</i>	<b>Nn-si's se'-ne</b> Your heads down
<i>You all put your heads down</i>	<b>Xwii-nuu-si's se'-ne</b> All your heads down
<i>You stand there for lunch</i>	<b>Me's-'an' wvn xuu dee-sin-telh</b> Lunch for there you stand
<i>You all stand there for lunch</i>	<b>Me's-'an' wvn xuu dee-su'-telh</b> Lunch for there you all stand
<i>You stand there for recess</i>	<b>Na'-xwvtlh-yee-dvn wvn xuu dee-sin-telh</b> Playtime for there you stand
<i>You all stand there for recess</i>	<b>Na'-xwvtlh-yee-dvn wvn xuu dee-su'-telh</b> Playtime for there you all stand
<i>You stand there for snack</i>	<b>Srtaa~ wvn xuu dee-sin-telh</b> Food for there you stand
<i>You all stand there for snack</i>	<b>Srtaa~ wvn xuu dee-su'-telh</b> Food for there you all stand
<i>You be careful</i>	<b>Nvn shu-'aa-dvn-t'i</b> <b>You be careful</b>

<i>You be respectful</i>	<i>Nvn shu' nvtlh-ts'it</i> <i>You be well mannered</i>
<i>You live right</i>	<i>Shu' waa sin-da</i> <i>Good that way you live</i>

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

1. *Understand and follow simple one- and two-step instructions spoken in Dee Ni;*
2. *Respond to and offer simple feedback spoken in Dee Ni;*
3. *Further understand the purpose of rules and the function of authority figures in school and wider society;*
4. *Understand basic you/your – me/my/mine noun and verb conjugation.*

**Activity/Project Description:**

- *Classroom teacher collaborates with Dee Ni language instructor to create an initial set of translated school and classroom rules. These translations will be recorded as disks, DVDs, and printed materials. The teacher can then use these materials»"as is" and play them to the class; they can use the materials to memorize the content and teach it that way, or any combination. There will be supplemental worksheets and flashcards, and students will work to create an illustrated rulebook, room posters, and handouts. These materials can be saved and used for subsequent kindergartens.*

**Materials/Supplies:**

- *Classroom rules and procedures, supplied by teacher*
- *Disks/DVDs/flashcards*
- *Art supplies (pens, crayons, rulers, scissors, etc.)*