

## Dee Ni Language Lesson

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**Project/Activity Name and ID Number:**

*Pin the Part*

**Common Curriculum Goal:**

*2<sup>nd</sup> Language: Topics: Benchmark 1: Body Parts*

*2<sup>nd</sup> Language: Listening: Benchmark 1: Understand some simple directions (partner version)*

*2<sup>nd</sup> Language: Listening: Benchmark 2: Recognize vocabulary related to familiar topics*

*2<sup>nd</sup> Language: Speaking: Benchmark 2: Use familiar vocabulary in context*

**Season/Location:**

*October introduction – Good activities for any party, or as a fun review.*

**Partners/Guests/Community:**

*Anyone can participate*

**Cultural Component(s):**

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

**Project/Activity Lesson Objective Components:**

***Vocabulary:***

English	Dee Ni
<i>Cold</i>	
<i>Colder</i>	
<i>Down</i>	
<i>Hot</i>	
<i>Left</i>	
<i>Right</i>	
<i>Up</i>	
<i>Warmer</i>	

➤ *Collective vocabulary from prior lesson(s):*

- *Body Parts*
- *Animals*

**Grammar:**

N/A

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

English	Dee Ni
<i>It's your turn</i>	
<i>I win</i>	
<i>You are getting (_____)</i>	
<i>You go (_____)</i>	
<i>You win</i>	

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

- *Follow simple one-step directions*
- *Correctly identify and place body/animal parts on an image.*

**Assessment:**

- *This activity is for fun to get an idea of whether or not kids are understanding body parts vocabulary.*

**Activity/Project Description:**

- *Students create outlines of each other and/or an animal on butcher paper. Or this can be done on an oval shape with facial vocabulary.*
- *Version One:*
  - *Students create cutouts of parts to be pinned.*
  - *Can be played with partners.*
  - *Standard Pin the Tail on the Donkey rules apply. However, only Dee Ni vocabulary is used to describe the part, and for directional cues from the partner and/or audience.*
- *Version Two:*
  - *Students create Dee Ni vocabulary labels for parts to be pinned.*
  - *No partner is necessary.*
  - *Students take turns pinning the part they pick from the pile to the image, until all parts are pinned. Once all the parts are pinned the parts are checked for correct placement. The player with the most correct wins.*
  - *If playing in a large group, the winner continues to play with the next challenger until all students have played.*

**Materials/Supplies:**

- *Butcher paper and other art supplies for construction of pinning parts*
- *Tape*
- *Blindfold*

