

“Dee Ni Slanguage”

Spring > Home > (07_08.season.theme.SA.title)

Season & Location:

Lesson is best done in springtime, when a more extensive Dee Ni vocabulary has been developed. Game can be played indoors or out, in nearly any setting once the vocabulary list has been learned.

Standards* Focus:

Vocabulary Acquisition and Use

Anchor Standard 4:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Anchor Standard 5:

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

**“Second Language” standards are addressed by default – consult state scoring guide.*

Additional Standards:

Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Cultural Knowledge:

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

Vocabulary:

English	Dee Ni
Above	Ghee
Around	Naa-t'e
Away	Gee
Behind	Mii~-chin
Beside	Waa-dvn
Between	K'wee shvt
Close	Yun'
Far	Ts'an
Inside	Min'
Outside	Nii-shan'
Over	K'wee

Upon	K'wvt
Underneath	Yee-'vn'

Further, this lesson needs 1 – 3 Dee Ni words for each postposition that use that postposition as a prefix of suffix. Examples:

English	Postpositon	Dee Ni Word
Abalone	Min'	Lha'-k'waa
Cooking Basket	Me'	Me'-tuu-svlh
Mediator	K'wee-shvt	k'wee-shvt-naa-gha
Chair	K'wvt	K'wvt-daa-tr'vss-da

Phrases:

Who uses it?	dayn-lan' mvlh-naa-dvtlh-nvsh?
What does it feel like?	Day-la dee-dvt-nish?
What is it used for?	Day-la wvn mvlh-naa-destlh-nvsh?
What is it made of?	Day-la 'vn-t'i yvstlh-sri~?

Grammar & Language Concepts:

Use of postpositions in Dee Ni words, in contrast with the prepositions of English,
 Role of postpositions in shaping the meanings of Dee Ni words,
 Word order/sentence structure in simple interrogative Dee Ni sentences,

Prior/Concurrent Lesson Plan Materials:

“Postpositions”

“Shapes”

“Interrogatives”

Other sources of vocabulary words – mostly nouns.

Lesson Objectives – After completion, students/instructors will be able to:

Become more familiar with postpositions used in the Dee Ni language, and learn how these postpositions become a part of other descriptive Dee Ni words,
 Understand the way in which Dee NI word parts that have meaning all by themselves can come together with other complete Dee Ni words to form new meanings altogether,

Challenge each other to remember Dee Ni words quickly, and pronounce them accurately,
Play a memory game that challenges them to recall Dee Ni vocabulary from memory, and allows them to consult vocabulary resources if necessary,
Respond in Dee Ni to a series of questions asked in the Dee Ni language,
Create new Dee Ni words to describe modern concepts, objects, or ideas that are not found in the Athabaskan dictionary.

Lesson Procedures:

Students may work alone or in small groups.

Students are given a Dee Ni postposition to use as their main root word. (Over, upon, inside, etc.)

Students use reference materials – dictionary, lesson plans, and prior knowledge – to generate a list of Dee Ni words that incorporate their assigned postposition, and where the postposition functions to shape the word’s meaning. (See vocabulary grid for examples) These words are written on flashcards similar to the cards showing the Dee Ni postpositions and meanings – Dee Ni word on one side, English translation on the other. (Some of the postpositions are contained within more Dee Ni words than others – students should be awarded points based on the sheer number of words they discover. Having duplicate cards is OK – as long as they are accurate.)

The student-generated flashcards are bundled in a stack with their respective postposition root word card. From these, a master list of roots and words is generated. The master list should be formatted such that there is a separate list of words written underneath a postposition heading. (Again – see the vocabulary grid for examples).

Students study the master list as directed. When the list is sufficiently learned, the game can be played.:

Students form small teams, each assigned a number. Starting team is chosen at random. That team draws a “postposition” card, and is given one minute to compile a list of as many Dee Ni words as possible that contain that root. Teams are awarded a point for correctly guessing the word and spelling it, and a point for knowing the definition.

As words are guessed correctly, they are tacked on a bulletin board or placed on a table in the form of a “family tree”, where the common Dee Ni root forms the trunk, and the various words created from that root form the branches. (The more branches, the better.)

Optional:

Students use their assigned Dee Ni postposition to generate several (2 – 4) “invented” words that describe modern objects, actions, or ideas, and can be described using a combination of Dee Ni postpositions and other Dee Ni words,

Students share their complete word, and challenge anyone to guess it. If nobody can, they offer to define each part of the word – one at a time – until the word can be guessed.

Assessment:

Assessment will come in the form of evaluating the success of students in prompting classmates to guess their Dee Ni word(s) – the “Challenge” game, played as part of the lesson, “Matching” worksheets and quiz, generated by students for their classmates through the course of game play,

“Interrogatives” crossword puzzle and multiple choice quiz.

Observation by instructor and subsequent feedback using the Dee Ni Project Scoring Rubric

Materials & Supplies:

Lesson plan materials from earlier lessons – 6th grade and higher elementary lessons – sources of Dee Ni nouns that are compounds of postpositions and other nouns,

Flashcards with “position” words on them,

Blank flashcards (same size as above), to create “family tree” representations of words

Dictionary – print and/or digital,