

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number

*"Spring Defeats Winter" (K-2<sup>nd</sup>)*

### Common Curriculum Goal:

*2<sup>nd</sup> Language: Speaking: Benchmark 1: Make and respond to simple greetings*

*2<sup>nd</sup> Language: Topics: BM3: Seasons and weather; BM1: Greetings and farewells*

*2<sup>nd</sup> Language: Listening: BM2: Demonstrate understanding of some words, phrases, expressions, and statements on a limited range of familiar topics in everyday situations*

*ARTS: AR.03.CP.03*

*Science: SC.03.LS.04*

### Season/Location:

*Associated with Spring Equinox*

### Partners/Guests/Community:

*Could be a part of a talent show; SMILE club; Culture Camp*

### Cultural Component(s):

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

### Project/Activity Lesson Objective Components:

#### ***Vocabulary:***

<i>Angry</i>	<i>Day-me'-svlh</i>
<i>Bee</i>	<i>Chvs-na</i>
<i>Cold</i>	<i>Xvm-sge's</i>
<i>Elder man</i>	<i>Ch'ay-yii-ne dis-ne</i>
<i>Fire</i>	<i>Xwvn</i>
<i>Flower</i>	<i>Ch'aa-bay-yu</i>
<i>Grow</i>	<i>Xvm-ni</i>
<i>Happy</i>	<i>Sri'-lhxvn</i>
<i>Ice</i>	<i>Xwint'-tvn</i>
<i>Lodge</i>	<i>Mvn'</i>
<i>North</i>	<i>Dan'</i>
<i>Pollen</i>	<i>See-'e</i>
<i>South</i>	<i>Yan'</i>

<i>Spring</i>	<i>Dan'-nast-li~'</i>
<i>Sun</i>	<i>Xaa-shi</i>
<i>Warm</i>	<i>Svlh</i>
<i>Wind</i>	<i>Lhtrii</i>
<i>Winter</i>	<i>Xii</i>

**Grammar:**

N/A

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

<b>English</b>	<b>Dee Ni</b>
<i>Go away</i>	<i>yin-t'a tee-saa~-ya</i> <i>away you go</i>
<i>My name is <u>(sun, flower, bee, etc.)</u></i>	<i>(sun, flower, bee,) waa 'vm-nvsh-shi</i> <i>(sun, flower, bee,) that way I am called</i>

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

1. *Understand the sequence of events in the growth/reproduction/death cycle of an annual flower*
2. *Use Dee Ni vocabulary to identify elements of a legend*
3. *Perform a skit/create costumes*
4. *Introduce themselves using Dee Ni vocabulary*

**Assessment:**

- *Translation*
- *Conversation*
- *Conventions*
- *Ideas and Content*
- **Effort/Visual Form**
- **Collaboration**
- **Delivery**
- *History*
- *Percentage*

**Activity/Project Description:**

- *Students listen to "Spring Defeats Winter" and are asked to identify objects/people/feelings/colors/etc. in associated slide show.*
- *Teacher leads students in learning the "I am a flower" skit.*
- *Students perform the skit for themselves, talent show, SMILE family math & science night*

**Materials/Supplies:**

- *Spring cultural activities lesson plans*
- *Vocabulary materials from colors, feelings, family, etc.*
- *Popsicle sticks*
- *"Spring Defeats Winter" story and illustrations*

- *Construction paper, glue, art supplies*
- *Skit script*

## ***"I am a Flower"***

### ***Characters:***

- Narrator - Older student, or well spoken younger one*
- Winter - Student(s) with snowflakes*
- Sun - Student with a big yellow circle and rays*
- Rain - Student(s) with cloud shapes and a spray bottle*
- Wind - Student(s) with streamers*
- Bee - Student(s) with yellow and black stripes, antennae, paintbrush, and a small amount of flour*
- Flower - Student(s) with flower hats (a paper ring headband with a flower on the front) and beans in their pockets*
- Frost - Student(s) all in white*

*Kids start out curled up on the floor as the narrator narrates. Each of them introduce themselves – "I am seed". Winter stands over them, and introduces him/herself – "I am Winter". (This pattern continues throughout the skit) Sun appears and introduces him/herself. Sun gently pushes Winter off the stage as the seeds start to unfold themselves and rise slowly from the floor. The narrator describes how the soil is getting warm and the days are getting longer. When the kids are standing, the narrator describes how they are growing and budding. Flowers put their flower hats on. Rain comes along and introduces him/herself and mists the flowers lightly as wind pushes from behind, and the narrator describes how the wind and rain make the flowers bloom. Bee shows up with a paintbrush and a little cup of flour. The narrator explains how Bee pollinates the flowers. Bee goes around and dusts a little bit of flour on the flower hats using the paintbrush. Buzzing noise would be good. Sun moves slowly off the stage as the narrator describes the day getting shorter and cooler. Frost shows up, and the flowers slowly lie down wilting away as the narrator explains how the frost kills the plants. Flowers dig seeds out of their pockets and drop them on the floor as Sun completely leaves the stage and Winter arrives again. Narrator explains how the seeds will wait in the ground until next spring.*

*The crowd goes wild!!*