

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Let's Eat

01.HE.02

Common Curriculum Goal:

2nd Language: Topics: BM3: Food

2nd Language: Speaking: BM2: Use memorized words/signs, phrases and expressions in everyday situations.

2nd Language: Listening: BM2: Demonstrate understanding of some words/signs

HE.03.HE.01: Recognize the importance of variety and moderation in food selection and consumption.

HE.03.02: Choose a variety of foods to eat from different food groups.

Season/Location:

November

Various times throughout the school year, according to seasonal availability.

Partners/Guests/Community:

Kitchen Staff, Natural Resources and Cultural Department staff, CTSI – Dietician

Cultural Component(s):

Arts and
Aesthetics

Family

History

Shelter

**Belief -World
View**

Food

Medicine

Transportation

Clothing

Fun

Medium of
Exchange

Tools and
Technology

Communication

Government

Science

Project/Activity Lesson Objective Components:

Vocabulary:

Common Foods

<i>Bird</i>	<i>Ch'ee-yash</i>
<i>Bread</i>	<i>Saa-bee-li</i>
<i>Eat</i>	<i>Yaa~</i>
<i>Eggs</i>	<i>Ch'aa-ghee-she'</i>
<i>Juice</i>	<i>Tuu-'i'</i>
<i>Junk Food (Sweets?)</i>	<i>Lhxvn</i>
<i>Meat</i>	<i>Ch'ee-svn'</i>

Milk	Ts'uu-svn
Nuts/Seeds	See-'e
Popcorn	Tvtlh-tvm'-kan
Water	Tvl-xvt

Traditional Foods: Add 3 or 4 of the following; depending on what is available.

Acorn Soup	San-chvn-tuu-'i
Blackberries	Dee-chii-nes
Camas	Gus
Crab	Ga'-srvsr
Deer	Mee-chan-tr'vtlh-ni
Duck	K'wvt-dvlh-ghvlh
Eel	Dvsh-xa~
Elk	Des-chu
Mussels	K'wee-san
Nettle	Xwvtlh-chish
Pheasant	Ch'ee-yash
Pine Nuts	Nantlh-chu see-'e
Salal	Ya's-xe
Salmon	Lhuk
Berries	Dee-chii
Seaweed	Lvt

Grammar:

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

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
Wash your hands	Naa-ch'intlh-t'e
Elders first	See chay-yii-ne
Let's Eat!	Ch'it-gan
I am eating.	Ch'ee-shan'
You are eating.	Ch'aa~-ya~
He/She/It is eating	Yaa~
We are eating	Ch'it-gan
It tastes good!	Shu' 'vtlh-nish
Pass me the ____.	_____ Shghaa~-ash. (food) _____ Shghaa~-lhe. (liquid)
Thank you.	Shu 'aa-shi nin-la
Shut up	Chu-'intlh-'i~'
Sit down	Daa-sin-da
Your food you eat	Nn-srtaa~ ch'aa-ghit-gan

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

1. *Communicate nourishment desires using Dee Ni vocabulary.*
2. *Identify traditional eating utensils; foods and traditional preparation methods.*
3. *Place traditional foods properly on the USDA food pyramid*
4. *Use proper table manners*

Assessment:

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

Activity/Project Description:

- *Let's Eat concepts are taught using illustrated flashcards, room poster, and audio recording.*
- *Vocabulary is reinforced with the use of illustrated placemats during meals.*
- *The children can sample traditionally prepared native foods. Foods can be processed and prepared by older kids (4th and 5th grade as a part of a language lesson). The culture department could help with this, as well as bringing examples of traditional cooking/eating utensils.*
- *The teacher should find a way to stress the importance of being grateful & thankful for the food they eat.*
- *Students create a USDA food pyramid, placing traditional foods in their proper place using Dee Ni numbers to indicate number of servings. Kids could collaborate with 2nd grade to create a large pyramid for the cafeteria.*
- *1st and 2nd grade dine together in cafeteria and practice words/phrases*
- *Dietician visits & presents information on the importance of health eating. (K-1st-2nd)*
- *Optional* Vocabulary could be reinforced by celebrating National Toast Day (November 18th)*
- **Optional* Both foods and colors could be reinforced in early April by having an Equinox/Easter activity dying eggs.*
- **Optional* Both foods and body parts could be reinforced through a "Mr. Potato Head" activity.*

Materials/Supplies:

- *Picture flash cards with illustrations representing let's eat concepts*
- *Audio recording of let's eat vocabulary*
- *Half sheet hand-outs with corresponding vocabulary*
- *Poster illustrations representing let's eat concepts*
- *Illustrated vocabulary placemats*

- *Examples of traditional foods, according to availability, and cooking eating utensils.*
- *Small printed images of traditional and non-traditional foods representing foods in the food groups and blank food pyramid sheet (small magnetic pictures can be used at home)*
- *Prior Lesson(s):*
 - *Interrogatives*