

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number:

*Weekly Oral Dee Ni*

### 03.LA.09

### Common Curriculum Goal:

2<sup>nd</sup> Language: Topics: Various

2<sup>nd</sup> Language: Speaking: BM3: Use memorized phrases, sentences...

2<sup>nd</sup> Language: Listening: BM3: Recognize vocabulary related to familiar topics.

2<sup>nd</sup> Language: Reading: BM3: Obtain information from simple text, often using context clues.

2<sup>nd</sup> Language: Writing: BM3: Write short messages and express simple ideas using memorized phrases and sentences.

Writing 3 – 5: Use the writing process (correction/revision)

### Season/Location:

*Associated with any/all Dee Ni lessons throughout the year.*

### Partners/Guests/Community:

*Students from other grades*

### Cultural Component(s): Various, depending on topics

Arts and  
Aesthetics

#### Communication

Government

Science

Belief -World View

Family

History

Shelter

Clothing

Food

Medicine

Transportation

Fun

Medium of  
Exchange

Tools and  
Technology

### Project/Activity Lesson Objective Components:

#### **Vocabulary:**

- *Collective vocabulary from prior lesson(s):*
  - *Counting*
- *Vocabulary associated with various Dee Ni lessons in progress.*

#### **Grammar:**

- *Complex written and spoken sentence structure; noun and verb conjugation, including past, present, and future aspects of time; teacher-generated spelling words; punctuation.*

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

How many mistakes?	Daa-'ee-la lhan duu-shu' dghvtlh-der'sh <i>How many wrong are written?</i>
There are _____ mistakes.	_____ duu-shu' dghvtlh-der'sh <i>wrong are written.</i>

- Phrases associated with various Dee Ni lessons in progress.
- "Editing marks" phrases. (See attached)

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

1. Recognize errors in grammar, spelling, punctuation, conjugation, tense, and vocabulary found in an un-edited and mistake-filled printed Dee Ni sentence.
2. Correct errors using standard editing marks.
3. Speak corrected sentences aloud.

**Assessment:**

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

**Activity/Project Description:**

- Students or teachers choose phrases from current Dee Ni lessons and transcribe them into an overhead projector transparency (or typed/printed, powerpointed, etc.). Each transcribed sentence should include a set number of mistakes in spelling, punctuation, tense, capitalization, conjugation, and/or word order. The corrected version of the sentence should be included below the un-edited version. (The corrected version should only be visible to the «Overheader» during the activity.)
- A 'scorekeeper' and an 'overheader' are chosen from the participants. Scorekeeper awards a point to each active participant, a point to the student who correctly guesses the number of errors in the sentence, and a point to each student correctly identifying those errors **IN ORDER**.
- Guesses should be stated using Dee Ni translation, if possible.
- «Overheader» uses editing marks to correct sentences as errors are guessed, consulting the **CORRECTED** sentence.
- The participant who correctly identifies the final error reads the sentence aloud and translates it into English. All participants copy the corrected sentence onto their own paper.

- *Sentences could be created by other grades as a separate exercise, serving as a preview/review of Dee Ni phrases. These students could also run the show.*
- *This exercise should be done at LEAST weekly.*

**Materials/Supplies:**

- *Materials associated with current Dee Ni projects and activities.*
- *Two or three poorly written Dee Ni sentences, including corrections with standard editing marks, and corrected version.*
- *Overhead projector with pens/ PPT slides and computer/ flashcards/ and/or printouts showing un-edited Dee Ni sentences.*
- *Class/participant list.*