Dee Ni Language Lesson

Project/Activity Name and ID Number:
Weekly Oral Dee Ni
05.LA.09

Common Curriculum Goal:
2nd Language: Topics: Various
2nd Language: Speaking: BM3: Use memorized phrases, sentences...
2nd Language: Listening: BM3: Recognize vocabulary related to familiar topics.
2nd Language: Reading: BM3: Obtain information from simple text, often using context clues.
2nd 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

<table>
<thead>
<tr>
<th>Arts and Aesthetics</th>
<th>Communication</th>
<th>Government</th>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td>Belief - World View</td>
<td>Family</td>
<td>History</td>
<td>Shelter</td>
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<tr>
<td>Clothing</td>
<td>Food</td>
<td>Medicine</td>
<td>Transportation</td>
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<td>Fun</td>
<td>Medium of Exchange</td>
<td>Tools and Technology</td>
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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):**

<table>
<thead>
<tr>
<th>How many mistakes?</th>
<th>Daa-ee-la lhan duu-shu’ dghvtlh-der’sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are _____ mistakes.</td>
<td>_____ duu-shu’ dghvtlh-der’sh</td>
</tr>
<tr>
<td></td>
<td>_____ wrong are written.</td>
</tr>
</tbody>
</table>

- 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.

**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.
Sentenced should 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.