

## “Minute to Win It”

Winter > Feasting > Speaking (06.season.theme.title)

### **Season & Location:**

Winter for introduction to the lesson, then at other times of the year, when the game can be played to learn and memorize vocabulary and phrases in other lessons that include “process” elements (making things, playing games, etc.),

This lesson is ideally suited to the classroom; however, it could be done anywhere else that students can congregate and move around. It can get pretty physical.

### **Partnerships/Community Connections:**

There are opportunities for partnerships throughout this lesson – from the traditional foods component that offers the opportunity to collaborate with the Tribe’s “Healthy Traditions” program, as well as Diabetes Prevention, the Culture Department, and community authorities on native plants and animals and their food/medicine uses;

As is the case with any activity that generates good food, there are people in the community who would benefit from the opportunity to have something to eat – even if it’s strange and new.

### **Standards\* Focus:**

#### **Language Arts:**

##### **Handwriting:**

WR.08.HW.9 Write legibly in cursive or manuscript and read cursive fluently.

##### **Writing:**

WR.08.4.5 Write for different purposes and to a specific audience or person,

WR.08.4.7 Demonstrates knowledge of spelling, grammar, punctuation, capitalization, across the subject areas;

WR.07.Comp.8 Use simple and compound sentences.

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

### **Additional Standards:**

#### **Social Studies:**

##### **Geography:**

SS.08.5.5 Understand the spatial concepts of location, distance, direction, scale, movement, and region;

SS.08.5.3 Use maps and other geographic tools and technologies to acquire, process, information from a special perspective;

SS.08.5.9 Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, hazards) and human (e.g., population, land use, language, and religion) and regions;

SS.07.Geo.3 Understand how people and the environment are interrelated;

#### **Technology:**

Use telecommunications and a variety of media to collaborate, publish and interact with peers,

experts and other audiences.

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

**Cultural Knowledge:**

Food  
Fun  
Communication  
Tools and Technology  
Arts and Aesthetics  
Science

**General Vocabulary:**

First	lha'
Second	naa-xe
Third	taa-xe
Before	'alh
After	'alh-du'
Next	waa-dvn
Then (and then)	hat-sri~
Last (Lastly or Last of all)	hii-waa-shan'
Ingredient (“part”)	wan'
Second	naa-dvn
Hour	mes-ta~
Day	srii-nis
Week	srch'ee-te srii-nis
Month	ch'aa-ghvtlh-sri or num-nii-man's
Year	maa~xvstlh-ghalh

**“Locations” Vocabulary:**

Seashore	si~s-xuu
Ocean	Si~s-xa

River	nii~-li~'
Lake	chvslh-mvn
Meadow	tuu-me'
Forest	ch'ee-taa-ghe-dvn
Mountain	nan-ts'vn
Valley	tuu-me'
Sky	yaa-me'
Beach	si~s-xuu
Bay	tum-sray-me'
Swamp/Wetlands	xwvtlh-srvlh

**“Foods” Vocabulary:**

Acorn Soup	san-chvn tuu-'l'
Roasted Salmon	lhuk yvlh-tes
Duck	k'wvs-dvtlh-ghvtlh
Pine Nuts	nantlh-chuu see-'e
Deer	mee-chan-drvtlh-ni
Crab	ga'-srvsr
Smoked eel	dvsh-xan lhts'ay
Berries	dee-chi
Camas	gus
Mussels	k'wee-san
Seaweed	lat
Sea anemones	duu-ma

**Phrases:**

I will be cooking ____.	‘vshtlh-t’es-te ____.
You will be cooking ____.	chinh-t’es-te ____.
He/She will be cooking ____.	yvlh-t’es-te ____.
They will be cooking ____.	xee-yvlh-t’es-te ____.
I cooked ____.	silh-t’e ____.
You cooked ____.	sintlh-t’e ____.
He/She cooked ____.	yvst’lh-t’e ____.
They cooked ____.	xee-yvst’lh-t’e ____.
I will be gathering ____.	_____ xash-lhe-te
You will be gathering ____.	_____ xaa~lhe-te
He/She will be gathering ____.	_____ xay-lhe-te
They will be gathering ____.	_____ xee-xay-lhe-te
What will I be gathering?	Day-la xash-lhe-te?
What will you be gathering?	Day-la xaa~lhe-te?
What will he/she be gathering?	Day-la xay-lhe-te?
What will we be gathering?	Day-la xayt-lhe?
What will they be gathering?	Day-la xee-xay-lhe-te?
What will I be cooking?	Day-la ‘vshtlh-t’es-te?
What will you be cooking?	Day-la chinh-t’es-te?
What will he/she be cooking?	Day-la yvlh-t’es-te?
What will we be cooking?	Day-la ch’itlh-t’es-te?
What will they be cooking?	Day-la xee-yvlh-t’es-te?

### Grammar & Language Concepts:

Verb aspects of time (present tense and future tense),  
 Complex Dee Ni sentence structure; word order and use of articles  
 Verb conjugation and interrogatives,  
 Increase of speed in oral fluency; asking and responding to questions rapidly and accurately,  
 Dee Ni language concepts, such as the descriptive nature of “compound” Dee Ni words and

word phrases,

Understanding that articles are not required in Dee Ni, however, they're good to know.

### **Prior/Concurrent Lesson Plan Materials:**

"Teacher Words"

"Table Talk"

"Gathering"

"Let's Eat"

"Seasons"

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

Understand that articles are optional in Dee Ni, but that they should be learned nonetheless.

Teach classmates steps in a process

Guess what foods are being prepared based on clues offered by their classmates,

Produce a Food/feast related project (putting on a dinner or dessert, etc.)

### **Lesson Procedures:**

First, students Watch the show – "How It's Made" as inspiration for effective ways of describing steps in a process, as well as use of proper language and word order.

Brainstorm list of favorite foods. From that list, the students will choose two or three things that require some kind of preparation to be table-ready.

Next, indicate WHERE the ingredients might be collected and/or hunted,

Next, indicate WHEN the ingredients are collected and/or hunted,

Finally, HOW they are collected and/or hunted,

Students study and learn articles used in Dee Ni sentences

Students are awarded points based on the effectiveness of their demonstration to generate correct guesses among classmates. Each turn takes one minute.

Each round is conducted as follows:

Demonstrate "before" skills; a list of ingredients, harvesting/gathering methods, etc – 3 points

Demonstrate "during" skills; steps needed to actually make the food and put it on the table – 2 points

Demonstrate "after" skills; showing exactly what the final product is – 1 point

If the food is guessed at the first stage, 3 points are awarded,

If the food is guessed at the second stage, 2 points.

Etc.

Students with the highest score will win.

### **Assessment:**

Assessment will be via teacher observation, in addition to student feedback during the "Minute to Win It" game. Points will be awarded according to the level of success that the language learners achieve in getting their classmates to guess their chosen food item.

Teaching materials will include a short multiple choice/matching quiz on Dee Ni “aspects of time”, as well as a crossword/word find puzzle.

The Dee Ni Project Scoring Rubric can be used if desired to assess the “Minute to Win It” part.

**Materials & Supplies:**

“How It’s Made” DVD

Materials and props as necessary to demonstrate preparation of traditional food items,  
Lesson plan materials, including printed and talking dictionary,