

Dee Ni Language Lesson

Project/Activity Name and ID Number:

Ocean and River

01.SC.06

Common Curriculum Goal:

2nd Language: CIM: Topics: Environment

2nd Language: Speaking: Benchmark 2: Use memorized phrases and expressions in everyday situations

2nd Language: Listening: Benchmark 2: Recognize vocabulary related to familiar topics.

Science: Earth/Space Science: Dynamic Earth: Recognize & Observe that the Earth is made up of rock, soil, water, air

Season/Location:

March – Associated with Spring trip to Seal Rock or other tide pool area.

Partners/Guests/Community:

Coast Guard, Fish & Wildlife, community members invited to participate in Beach Day.

Cultural Component(s):

Arts and Aesthetics

Communication

Government

Science

Family

History

Shelter

Belief -World View

Food

Medicine

Transportation

Clothing

Fun

Medium of Exchange

Tools and Technology

Project/Activity Lesson Objective Components:

Vocabulary:

English	Dee Ni
<i>Abalone</i>	<i>Lha'-k'wash-ti</i>
<i>Air (sky)</i>	<i>Yaa-me'</i>
<i>Barnacle</i>	<i>K'waa-de</i>
<i>Beach</i>	<i>Naa-svt</i>
<i>Clam</i>	<i>Kuu-ni</i>
<i>Crab</i>	<i>Ga'-srvsr</i>
<i>Earthquake</i>	<i>'Ee-naa-ghest-na'</i>
<i>Kingfisher</i>	<i>Tr'uu-luu-ne</i>
<i>Limpet</i>	<i>Baa-sre xee-tr'at lhkii</i>
<i>Mussel</i>	<i>K'wee-san</i>

<i>Ocean</i>	<i>Si~s-xa</i>
<i>Octopus</i>	<i>K'waa-nee-lhan</i>
<i>Raven</i>	<i>Da'-ts'as</i>
<i>Rock</i>	<i>See</i>
<i>Sand</i>	<i>Lhtrvsh</i>
<i>Sea Anemone</i>	<i>Duu-ma</i>
<i>Seagull</i>	<i>Mish-k'i</i>
<i>Seal</i>	<i>Sri'-sree-nvsh</i>
<i>Sea Shore</i>	<i>Naa-svt</i>
<i>Starfish</i>	<i>Drintlh-t'i</i>
<i>Sea Urchin</i>	<i>Yaa-'itlh-xvlh-ne</i>
<i>Seaweed</i>	<i>Lat</i>
<i>Salmon</i>	<i>Dan'-dee-ni</i>
<i>Shark</i>	<i>Yan'-tr'ee-nash</i>
<i>Snail</i>	<i>Mvn'-naa-gha</i>
<i>Soil</i>	<i>'Ee</i>
<i>Thunder</i>	<i>Srii-naa 'vn-t'i na'-'a'</i>
<i>Tide (high)</i>	<i>Chvtlh-ch'vs</i>
<i>Tide (low)</i>	<i>Numlh-ts'a</i>
<i>Tide Pool</i>	<i>Si~s-xa chvslh-mvn</i>
<i>Water</i>	<i>Tvl-xvt</i>
<i>Whale</i>	<i>Tee-lan</i>

Grammar:

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

Phrases (Writing, Speaking, Reading, Listening):

English	Dee Ni
<i>I found a (_____).</i>	<i>(_____) xaa-ghii-la.</i>
<i>It is swimming</i>	<i>Na'-t'u</i>
<i>It lives in (_____).</i>	<i>(_____) me' sdaa</i>
<i>It lives on (_____).</i>	<i>(_____) k'wvt sdaa</i>
<i>It swims</i>	<i>Na'-t'u</i>
<i>This is a (_____).</i>	<i>Dii (_____).</i>
<i>We eat _____.</i>	<i>Ch'it-gan _____.</i>

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

1. Identify the ocean and several ocean creatures using Dee Ni vocabulary.
2. Identify the basic Earth components that make up the seashore using Dee Ni vocabulary.
3. Identify and describe major ocean habitats and several animals that live there.

Assessment:

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

Activity/Project Description:

- *Teacher identifies which plants and animals are used for other purposes, and what those are. (i.e. foods, tools,*
- *Teacher describes how abalone shell is made into shell money, display examples of shells & shell money.*
- *Students take a trip to Seal Rock, and use Dee Ni Language to identify creatures.*
 - *Activity takes place in association with school wide trip to Seal Rock, or other tide pool estuary*
 - *Coast guard/US Fish & Wildlife may accompany group and discuss beach safety*
 - *Students discuss with their guide the importance of respect while collecting. i.e. Take only leaves, small branches, feathers with you. Animals that can spend time in a bucket with out harm will be collected then returned to their environment. And animals that can not be safely collected can be sketched by a student or chaperone.*
 - *Students are divided into teams, called "See" (rock), "ee" (Soil), "Tvl-xut" (water) and assigned a chaperone.*
 - *Students are given an amount of time to locate and collect 5 life forms from their habitat.*
 - *A tic-tac-toe grid is drawn on the sand (Big One!)*
 - *Rock and Soil start. Teams must be able to identify the plant/animal they are playing for it to count. Rock team places an item in a square, then Soil team back and forth tic-tac-toe fashion with each team identifying the playing piece until finished. If there is more that one set of teams, the winning team collects their pieces and plays the next team until all teams have played resulting in a championship team.*
 - *Shapes, numbers, colors, and body parts should be integrated for descriptions.*
- *Students take a trip to Seal Rock for mussels and other traditional ocean foods associated with springtime activities.*
- *Students listen to "Octopus and Raven" then do the activity*

Materials/Supplies:

- *Picture flash cards with illustrations representing ocean concepts*
- *Audio recording of ocean vocabulary*

- *Half sheet hand-outs with corresponding vocabulary*
- *Habitat poster and worksheets showing beach, intertidal zone, rocky shore, and open ocean with animal cut-outs. Labels for tide pool, rocks, sand, waves, etc. should be included with the poster. The large poster should be a representation of an actual shore area.*
- *"Octopus and Raven" story*
- *Supplies as necessary for "Octopus and Raven" activity*
- *Seafood recipes for kids to take home*
- *Examples of abalone shell money, and shells*
- *Vocabulary associated with "Plants" activity*
- *Low tide at the beach*
- *Plastic pails*
- *Chaperones*
- *Dee Ni dictionary*
- *Sketch pad/pencils/pens*
- *Appropriate clothing*