

## Dee Ni Language Lesson

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### Project/Activity Name and ID Number:

*Let's Eat*

03.HE.02

### Common Curriculum Goal:

2<sup>nd</sup> Language: Topics: BM 3: Food

2<sup>nd</sup> Language: Speaking: BM 3: Express likes/dislikes; Give simple descriptions; Use vocabulary that conveys basic information.

2<sup>nd</sup> Language: Listening: CIM: Identify main ideas and some supporting details on familiar topics.

2<sup>nd</sup> Language: Writing: CIM: Write simple original sentences from memorized and familiar material.

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:

*Associated with any/all activities that involve food.*

### Partners/Guests/Community:

*Kitchen Staff, Natural Resources and Cultural Department staff, CTSI – Dietician, diabetes prevention. Any guest or visitor to our school should be offered some kind of food. A family event would allow kids to practice their "Family" vocabulary and phrases.*

### 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:***

<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>
<i>Milk</i>	<i>Ts'uu-svn</i>
<i>Nuts/seeds</i>	<i>See-'e</i>
<i>Popcorn</i>	<i>Tvtlh-tvm'-kan</i>
<i>Water</i>	<i>Tvl-xvt</i>

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

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

**Meal Basics**

<i>Knife</i>	<i>Nalh-me</i>
<i>Fork</i>	<i>Mvlh-ch'ee-dra~</i>
<i>Spoon</i>	<i>Ts'as</i>
<i>Bowl</i>	<i>Xaa-ts'a</i>
<i>Cup</i>	<i>Me'-tat-na</i>
<i>Plate</i>	<i>Gaa-se</i>
<i>Pitcher</i>	<i>Me'-slhlek</i>
<i>Napkin</i>	<i>Nin' k'wee-naylh-ch'vs</i>
<i>Left (side)</i>	<i>Mesh-tee-'vn'-ne'</i>
<i>Right (side)</i>	<i>Me'-shu-'-vn'-ne</i>
<i>Bad</i>	<i>Duu-wa</i>
<i>Good</i>	<i>Shu'</i>
<i>Breakfast</i>	<i>Xaa-ghii--'an srtaa~</i>
<i>Lunch</i>	<i>Me's-'an'</i>
<i>Dinner</i>	<i>K'wee-ghii--'an srtaa~</i>
<i>Snack</i>	<i>'In-stvm srtaa~</i>

**Grammar:**

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

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

Elders first	See chay-yii-ne
He/She/It is eating	Yaa~
I am eating.	Ch'ee-shan'
I am full	num-nee-yan'
It tastes good!	Shu' 'vtlh-nish
Let's Eat!	Ch'it-gan
May I have more?	Ch'aa lhtaa 'ushlh-te?
Pass me the _____.	Shghaa~ _____
Shut up	Chu'-'intlh-'i~'
Sit down	Daa-sin-da
Thank you.	Shu 'aa-shi nin-la
Wash your hands	Naa-ch'intlh-t'e
We are eating	Ch'it-gan
Would you like some?	Ch'aa lhtaa 'vmlh-te?
You are eating.	Ch'aa~-ya~
Your food you eat	Nn-srtaa~ ch'aa-ghit-gan

**Additional Phrases:**

Evaluative phrases based on senses:

It looks/feels/smells/tastes like \_\_\_\_\_.

A prayer/blessing. (Students could come up with this, or one could be provided.)

I like <u>(food)</u> , because it looks <u>(adj)</u> .	<u>(food)</u> , nashlh-talh, <u>(adj)</u> waa k'ay <u>(food)</u> , I like <u>(adj)</u> that way 'utlh-'i~. it looks.
I like <u>(food)</u> , because it smells <u>(adj)</u> .	<u>(food)</u> , nashlh-talh, <u>(adj)</u> waa k'ay <u>(food)</u> , I like, , <u>(adj)</u> that way like yvlh-srvn it smells.
I like <u>(food)</u> , because it tastes <u>(adj)</u> .	<u>(food)</u> , nashlh-talh, <u>(adj)</u> waa k'ay <u>(food)</u> , I like, , <u>(adj)</u> that way like yvlh-nish it tastes
I like <u>(food)</u> , because it feels <u>(adj)</u> .	<u>(food)</u> , nashlh-talh, <u>(adj)</u> waa k'ay <u>(food)</u> , I like, , <u>(adj)</u> that way like dee-dvt-nish it feels.
I dislike <u>(food)</u> , because it looks <u>(adj)</u> .	<u>(food)</u> , duu- nashlh-talh, <u>(adj)</u> waa k'ay <u>(food)</u> , no I like, , <u>(adj)</u> that way like it looks. 'utlh-'i~.

<i>I dislike <u>(food)</u>, because it smells <u>(adj)</u>.</i>	<i>(food), duu- nashlh-talh, <u>(adj)</u> waa k'ay (food), no I like, , <u>(adj)</u> that way like yvlh-srvn it smells</i>
<i>I dislike <u>(food)</u>, because it tastes <u>(adj)</u>.</i>	<i>(food), duu- nashlh-talh, <u>(adj)</u> waa k'ay (food), no I like, , <u>(adj)</u> that way like yvlh-nish it tastes</i>
<i>I dislike <u>(food)</u>, because it feels <u>(adj)</u>.</i>	<i>(food), duu- nashlh-talh, <u>(adj)</u> waa k'ay (food), no I like, , <u>(adj)</u> that way like dee-dvt-nish it feels.</i>

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

1. Use Dee Ni language in the course of preparing and eating food,
2. Use proper table manners,
3. Identify traditional and modern foods using Dee Ni vocabulary,
4. Recognize and appreciate healthy foods, and the value of traditional foods in a healthy diet,
5. Use Dee Ni phrases and vocabulary during the preparation, serving, and eating of food,
6. Express supported opinions about various foods.

**Assessment:**

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

**Activity/Project Description:**

- Let's Eat concepts are reviewed using illustrated flashcards, room poster, and audio recording,
- Students use increasingly complex vocabulary and sentences to describe eating, serving, and food preparation activities,
- Vocabulary is reinforced with the use of illustrated placemats during meals,
- Students are provided information on traditional cooking/preparation methods and utensils. These lessons will be reinforced during seasonal cultural activities dealing with foods. Kids should know about cooking in a basket, salmon smoking and planking, camas ovens, etc.
- Students compile a list of traditional and contemporary foods they have tried and remember. Foods are rated according to likes/dislikes. Students should create a

*numeric scale rating system, with a Dee Ni word or phrase assigned to each number. (*

**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.*
- *Menus provided by 5<sup>th</sup> grade.*
- *Examples/photos of traditional eating and cooking utensils, and their modern equivalents.*
- *Dictionary (electronic and/or print)*